

C

L95cZsa

1913/14-

1921/22









C  
L95c Zoa  
1913/14

# LOYOLA UNIVERSITY

UNIVERSITY OF ILLINOIS LIBRARY

DEC 20 1940

## ST. IGNATIUS ACADEMY

This volume is bound without 1914/15,  
1916/17-1917/18 issues  
which is/are unavailable.



C  
L95c Zsa  
1913/14

# LOYOLA UNIVERSITY

UNIVERSITY OF ILLINOIS LIBRARY

DEC 25 1929

## ST. IGNATIUS ACADEMY

UNIVERSITY OF ILLINOIS

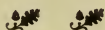
AUG 17 1917

Administration Library

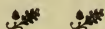
SUPPLEMENT TO  
GENERAL CATALOGUE



CATALOGUE  
OF  
ST. IGNATIUS ACADEMY



Address: The President or Principal  
St. Ignatius Academy, Pilsen Station, Chicago, Illinois  
Telephone Monroe 1391



1914

LOYOLA UNIVERSITY PRESS  
CHICAGO

## Board of Managers



REV. JOHN L. MATHERY, S. J.

PRESIDENT.

REV. JOHN F. NEENAN, S. J.

VICE-PRESIDENT.

REV. GEORGE J. LEAHEY, S. J.

SECRETARY.

REV. ALBERT F. X. ESTERMAN, S. J.

TREASURER.

REV. JOHN J. MASTERSON, S. J.



# St. Ignatius Academy

## PROSPECTUS

### **St. Ignatius Academy and Its Relation to Loyola University.—**

St. Ignatius Academy was erected in 1869. It is conducted by the Fathers of the Society of Jesus. During the forty-four years of its existence it has trained and sent into the world thousands of men who now hold responsible position in business and professional life. Every year hundreds of parents, realizing the priceless value of a good education, enter their sons at St. Ignatius Academy; assured that there, while receiving a training which is strictly modern, yet sane and substantial, they will be guided by men who take a personal interest in the welfare of every student, and who spare no pains to develop whatever talent each one may possess.

If, after completing his High School course, the student desires to continue his studies, he may do so without being obliged to enter a new institution and mingle with strangers; for St. Ignatius Academy is the preparatory department of Loyola University, in whose five great faculties of Literature, Law, Medicine, Engineering, and Pharmacy a thousand students are now acquiring knowledge which will make them successful men and useful citizens of the nation.

**Location and Buildings.**—St. Ignatius Academy is located at 1076 West Twelfth Street. Its central location makes it easy of access even from the remotest sections of the city. The buildings contain valuable Mineralogical and Natural History Museums, and a library of 50,000 volumes, a department of which is reserved for the students. The class-rooms are well lighted and comfortable; there is a gymnasium, provided with lockers and shower-baths, and, in general, the Academy has all the equipment needed for the convenience, comfort, and mental and physical development of the students. The Department of Physics has an ample lecture room, and laboratories fitted with all the up-to-date apparatus required for experimental purposes. The Department of Chemistry, in addition to its lecture room, has eight large slate-topped tables for qualitative analysis, so arranged as to accommodate eighty students.

## GENERAL REGULATIONS

**No Boarding.**—The Academy is intended for day scholars only. Students who live at a distance are not advised to take lodgings in the city, unless they are of a mature age and of a steady disposition.

**Distribution of Time.**—The Academic Year consists of one session, beginning the first week of September and ending in the latter part of June, when the Annual Commencement, the Conferring of Diplomas and the Distribution of Premiums take place.

The Academy is open every morning at half past seven o'clock. Those who come before the time of class proceed at once to the class-rooms and spend the interval in private study. All are required to be present five minutes before half past eight o'clock, at which hour the Catholic students hear Mass. The regular class exercises begin at nine a. m. and close at three p. m.

Thursday is the weekly recreation day.

**Entrance.**—Candidates for entrance are examined and placed in the class for which their previous attainments have qualified them; and they are expected to bring testimonials from the school which they have last attended.

No one is debarred from matriculation on account of his religious opinions, though all are required to show a respectful demeanor during the ordinary exercises of public prayer.

**Attendance.**—As regular attendance is an important element in class-standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitation or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal. Students are required to be present eighty-five per cent of the school year to merit promotion in June.

Sickness, however, will be considered a valid excuse, provided a doctor's certificate be presented after an absence of a week or longer.



**Home Study.**—All endeavors of the Faculty will fail to insure success for the students, unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare recitations and exercises for this work, as well as to review the matter previously seen, at least three hours of home study daily are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

**Communications.**—Due notice should be given to the Principal of a change of residence, or of the contemplated withdrawal of a student.

**Examinations and Premiums.**—Written competitions are made by the students three times a year. The class-standing of the students, as well as the honors and premiums, are determined partly by these competitions and partly by the daily class-work, each counting one-half.

These competitions take place at the end of the months of November, January and March, the first two being followed by a public distribution of premiums and the reading of the percentages obtained by the students.

The medals and prizes given on Commencement Day are awarded in accordance with the results of the quarterly competitions. These prizes are: the medal of excellence for the highest average in the class; first and second honors for a yearly percentage of 90 and 85, respectively. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 70 is failure to pass.

**Discipline.**—Though the government of the Institution is mild rather than severe, yet, for the maintaining of order and discipline, without which there can be no training nor development of character, the students are required to be obedient, earnest in study, punctual, and refined of manner; any serious neglect of these essential points rendering the offender liable to effective correction, and even to dismissal.

**Conduct Outside the Premises.**—For faults committed outside the premises the officers of the Academy do not consider themselves responsible, as students cease then to be under their juris-

diction; still, in justice to the reputation of the Academy, the authorities will hold students strictly accountable for offenses of this nature.

**Luncheon.**—Dining rooms have been fitted up for the students, and placed in charge of a reliable caterer, so that students who desire a warm luncheon at the noon hour may be able to obtain it without leaving the premises.

Students are not allowed to leave the premises between the sessions without a written request from their parents or guardians to take lunch elsewhere.

## EXPENSES

Since the Institution is not endowed, it is entirely dependent for support on the fees paid for tuition.

Tuition per session of ten months, for all classes, \$60.

Students of General Chemistry and Physics pay \$10 per session.

Students engaged in Laboratory work deposit \$5 with the Treasurer at the beginning of the Course, to pay for chemicals and breakage.

High School Diploma, \$5.00.

Library Fee for all, \$1.00.

For each conditioned examination taken on the appointed day, a charge of \$1 is made; if taken at another time, the charge is \$2.

Payments for conditioned examinations must be made invariably before the examinations.

No extra charge is made for instruction in French, German or Vocal Culture.

The session is divided into quarters, which begin, respectively, about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Payments must be made quarterly or semi-annually in advance. No deduction is allowed for absence.

## COMPETITIVE SCHOLARSHIPS

---

Ten scholarships will be offered the coming year by the trustees of St. Ignatius College. These scholarships will be awarded by competitive examination.

### Conditions of the Contest

1—Each applicant must have been a pupil of a parochial school in the Archdiocese of Chicago, during the whole season of 1913-1914.

2—Any boy of the eighth grade will be eligible to take the examination.

3—The pupil who makes the highest average will receive the full scholarship of eight years and valued at \$480. The two making the next highest averages will be awarded the high school and partial college scholarship, covering a period of six years and worth \$360. A scholarship for the four years of high school, worth \$240, will be given to the next three. Four scholarships for the first two years of high school, each of the value of \$120, will be conferred on those who win the last four places.

4—A scholarship student failing to make an average of 85 per cent in any competition or examination during his course will, thereby, forfeit his scholarship.

5—Every precaution is taken to make the test as fair as possible. The pupils do not write their name or the name of their school on their papers, but on separate cards, which are placed in sealed envelopes. These envelopes are opened only after the papers have been examined, and in the presence of the competitors.

6—No school will be awarded more than one scholarship.

### Matter of Examination

ENGLISH GRAMMAR—Etymology, rules of syntax, corrections of false syntax with reasons, parsing, analysis of sentences.

ORIGINAL COMPOSITION—This includes punctuation, spelling, use of capital letters, etc.

ARITHMETIC—ENTIRE—Particular stress will be laid on common and decimal fractions, percentage, interest, proportion, square root, cube root and mensuration.

## SCHOLARSHIPS

---

Friends of education who wish to donate scholarships can found one in perpetuity by giving the sum of Fifteen Hundred Dollars. Sixty dollars will provide an annual scholarship.

The following are now held by the college:

### PERPETUAL

THE MISS ELIZA McCONVILLE SCHOLARSHIP.  
MEMORIAL SCHOLARSHIP: MARGARET GERTRUDE ONAHAN.  
DAMEN COUNCIL, 650, KNIGHTS OF COLUMBUS, SCHOLARSHIP.  
THE HON. WILLIAM J. ONAHAN SCHOLARSHIP.  
THE HON. CHARLES A. MAIR SCHOLARSHIP.  
THE HON. THOMAS BRENNAN SCHOLARSHIP.  
MEMORIAL SCHOLARSHIP: MRS. MARY WHITE RIORDAN.  
THE HENRY VENN, A. B., CLASS OF 1906, SCHOLARSHIP.  
MEMORIAL SCHOLARSHIP: MR. AND MRS. PANCRATIUS METZ.  
THE MR. AND MRS. MICHAEL J. RIORDAN SCHOLARSHIP.

### ANNUAL

THE DE SOTO COUNCIL, KNIGHTS OF COLUMBUS, SCHOLARSHIP.  
THE REV. HENRY J. DUMBACH, S. J., SCHOLARSHIP: MR. ANDREW MAGUIRE.  
THE ILLINOIS COUNCIL, KNIGHTS OF COLUMBUS, SCHOLARSHIP.

## GENERAL ANNOUNCEMENTS

For 1914-1915

**Matriculation.**—In order to facilitate the examination of new students, parents are requested to enter their sons as soon as possible after August the 15th. Office hours from 9 to 12 a. m.

**Examination of Conditioned Students** will take place on the following dates: Tuesday, August 25—Latin, Greek and English. Wednesday, August 26—History, Mathematics and Science.

**Entrance Examinations** will be held on Friday, August 28, and on Saturday, August 29, at 9 a. m.

**Fall Term.**—Registration days, September 3, 4, 5. Term begins Tuesday, September 8.

## **SOCIETIES**

St. Ignatius Academy, like other centers of learning, has always been ready to sanction and encourage such societies as tend to promote the various interests of the students. The following societies in particular are deemed worthy of special mention:

### **The Sodality**

has for its object the cultivation in its members of an earnest religious spirit, and a tender devotion to the Mother of God. It was begun in 1891, and was formally erected under the title and invocation of the Immaculate Conception and St. Stanislaus Kostka, on May 7, 1904.

### **Loyola Literary Society**

This society affords an opportunity for acquiring skill in the art of speaking, and much useful information to its members, and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the President. The President is appointed by the Faculty, and the other officers are elected by the members.

### **The Gymnasium and Athletic Association**

was formed to encourage physical exercise, and to create and foster a college spirit among the students. It has a gymnasium which is fitted out with suitable apparatus, and in which regular instruction is given by a competent athletic instructor. The football and baseball teams do much to make college life pleasant, and the laurels they are accustomed to win on local fields are much appreciated by their fellow-students.

### **The Students' Library Association**

The Students' Library was established with the view of forming in the students a correct literary taste, and of safeguarding them against the many dangers of indiscriminate reading. Students are strongly encouraged to supplement their regular class-work by a judicious course of reading under the direction of their professor. The library has a goodly number of volumes; in connection with the library is a reading room, well stocked with the standard magazines of the day.

### **The Orchestra**

The Orchestra held its first rehearsal on October 2, 1900. Its purpose is to develop the musical talent of the students, and to encourage them to aim at proficiency in instrumental music.



## Sodality of the Blessed Virgin

REV. JOHN H. GROLLIG, S. J.

*Director**Officers**Prefect*

LESTER E. GARRISON

*Assistants*

VINCENT I. SLOAN

ARNOLD WEISENBURGER

*Secretaries and Sacristans*

JOHN C. MALLOY

JOSEPH M. EGAN

JOSEPH I. ANDREWS

*Organist*

GEORGE A. SMISKOL

*Consultors*

SINON J. WALSH  
 LAWRENCE BARRY  
 JOSEPH P. POYNTON  
 FRANCIS HAYES  
 HENRY REIS  
 AUSTIN GALLAGHER  
 JOHN T. KEEFE  
 JOHN GRACE  
 W. McMULLEN ATKINSON  
 WILLIAM HOVARKA  
 DOUGLAS MCCLELLAN  
 WILBERT CROWLEY  
 STEPHEN DRISCOLL  
 THOMAS TURNER

JOSEPH WALLACE  
 JOHN B. MCCAULEY  
 DANIEL MOYNIHAN  
 THOMAS BRENNAN  
 HENRY BRENNAN  
 ELMER O'CONNELL  
 JOSEPH FOLEY  
 FRANCIS YOUNG  
 GEORGE CALLAHAN  
 EDWARD TOURVILLE  
 ANTHONY KLAUWIKOWSKI  
 EMMETT HARRINGTON  
 PATRICK SWEENEY  
 JAMES TAYLOR

JOSEPH GIBLIN

## Loyola Literary Society

THOMAS J. DONNELLY, S. J.

*President**First Term*

GEORGE J. KENTER  
 JEROME BYRNES  
 THOMAS WALSH  
 SINON J. WALSH  
 MAURICE BYRNE  
 JAMES F. WADE  
 MICHAEL A. ROMANO  
 JOHN R. COONEY  
 CHARLES E. PECHOUS

*Vice-President*  
*Recording Secretary*  
*Corresponding Secretary*  
*Treasurer*  
*Committee*  
*on*  
*Debates*  
*Censors*

*Second Term*

SINON J. WALSH  
 JOSEPH WALLACE  
 CYRIL CORBETT  
 GEORGE J. KENTER  
 JAMES F. WADE  
 FRANCIS CONRON  
 SHERWIN MURPHY  
 MICHAEL A. ROMANO  
 RAYMOND LUNDY

**Athletic Association**

THOMAS J. DONNELLY, S. J.

*Moderator*

J. CLAIR DALY . . . . .	President
CHARLES J. LEYDEN . . . . .	Vice-President
CHARLES E. PECHOUS . . . . .	Secretary
GEORGE J. KENTER . . . . .	Treasurer
EUGENE ZHRINGER . . . . .	Athletic Editor of "SCROLL"

*Class Representatives*

JOHN B. CARBERY	RAYMOND FIEDLER	EDWARD GRIFFIN
J. VINCENT MCAULEY	THOMAS SHANNON	WILLIAM MCKENNEY
MATTHEW DOCKENDORF	JOHN BULGER	FRANCIS WARD
	EDWARD HOLTON	
THOMAS J. MAGINNIS . . . . .		Coach Football Team
CHARLES E. PECHOUS . . . . .		Manager Football Team
RAYMOND DOWDLE . . . . .		Manager Indoor Baseball Team
GEORGE J. KENTER . . . . .		Manager Basketball Team
FRED G. WELFARE . . . . .		Manager Track Team
JAMES F. WADE . . . . .		Manager Baseball Team

FACULTY

---

- REV. JOHN L. MATHERY, S. J.  
*President.*
- REV. GEORGE J. LEAHEY, S. J.  
*Principal.*
- REV. JOSEPH. B. MURPHY, S. J.  
*Vice-Principal.*
- REV. WILLIAM H. TRENTMANN, S. J.  
*Fourth Year.*
- REV. WILLIAM P. LYONS, S. J.  
*Fourth Year.*
- MR. AUSTIN G. SCHMIDT, S. J.  
*Fourth Year.*
- REV. ROLAND J. KENNY, S. J.  
*Third Year.*
- REV. JOHN H. GROLLIG, S. J.  
*Third Year.*
- MR. THOMAS J. DONNELLY, S. J.  
*Third Year.*
- MR. EDWARD J. PEACOCK, S. J.  
*Second Year.*
- MR. HENRY H. REGNET, S. J.  
*Second Year.*
- MR. WILLIAM J. MCGUCKEN, S. J.  
*Second Year.*
- REV. JAMES E. CONAHAN, S. J.  
*First Year.*
- REV. F. GEORGE DINNEEN, S. J.  
*First Year.*
- REV. FRANCIS X. SENN, S. J.  
*First Year.*
- REV. FRANCIS X. BREEN, S. J.  
*First Year.*
- MR. FRANCIS J. SMITH, S. J.  
*First Year.*
- REV. JAMES L. MCGEARY, S. J.  
*Physics, Mathematics.*



REV. EDWARD J. CALHOUN, S. J.  
*Chemistry.*

MR. EDMUND GALLAGHER,  
*History, Physiography.*

MR. THURBER M. SMITH, A. B.  
*Mathematics.*

MR. LOUIS L. PRYOR, A. B.  
*English, History.*

MR. THOMAS J. MAGINNIS, A. M.  
*Mathematics.*

MR. CHARLES H. WOLF,  
*Cornet, Violin.*

# THE CURRICULUM

---

## INTRODUCTORY STATEMENT

The instruction given in the Classical High Schools of Loyola University, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High Schools.

The studies in the Academies are comparatively few, and in these no attempt is made at specialization. Their purpose is to form and train the student's mind. It is believed that this result is best attained by application to a few well-chosen subjects. Experience has shown that, at this period of the student's development, a variety of studies serves rather to distract than to concentrate his intellectual faculties. The youth who busies himself with many subjects, owing to the obvious limitations of his as yet undisciplined mind, will grasp none thoroughly. Hence in planning the course pursued in the Academies, an endeavor has been made to include those studies only which are best fitted to develop harmoniously the mental powers. It is the belief of the most eminent educators that the student whose mind has been formed by the rigorous discipline implied in a thorough training in the languages, mathematics and history is far better fitted to succeed in professional business life than the youth who has been permitted to apply himself to a variety of uncoördinated studies.

In the classical course, therefore, of the Academies of Loyola University, the study of Latin, Greek and English forms the literary part of the curriculum. Through careful instruction in the classics of these languages, the student is led to weigh the value of words, to seek and appreciate beauty of language and loftiness of thought, and to develop his literary ability by daily exercise in translation and composition. The logical powers of his mind are strengthened by a thorough course in mathematics. And finally, by a thoughtful study of ancient and modern history, his mental view will be broadened through his acquaintance with the great facts of history and the men and nations who made them.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and, in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective toward true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of languages than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and graduation of all these studies.

## CLASSES

**FIRST YEAR.** In this class the study of Latin is begun; the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes con-

scious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose.

SECOND YEAR. During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences are aimed at, together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun.

THIRD YEAR. The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises in Latin and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand, the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character.

FOURTH YEAR. The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is absolutely not tolerated. In English, the student is further trained in the various species of prose composition, narration, etc., dialogue and letter writing. Considerable attention is given this year to

the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose.

## SCHEDULE OF STUDIES

All the studies are prescribed unless otherwise indicated.

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

### CHRISTIAN DOCTRINE

Two one-half hour periods weekly.

**FIRST YEAR.** Faith.—Its object, necessity and qualities. The Apostles' Creed. Text-book: Deharbe's Large Catechism.

**SECOND YEAR.** The Commandments of God, Precepts of the Church, Sin and Virtue. Text-book, as in first year.

**THIRD YEAR.** Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to end of book.

**FOURTH YEAR.** Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV, p. 1 to p. 191.

### LATIN

**FIRST YEAR.** (Ten periods of 60 minutes each.)

*Precepts*—Etymology; rules of concord of noun, adjective, relative and verb. Bennett's Foundations.

*Practice*—Short written exercises several times a week and daily oral drill. Bennett's Foundations.

*Memory*—The vocables in the Foundations.

**SECOND YEAR.** (Five periods of 60 minutes each.)

*Precepts*—Etymology reviewed; syntax. Bennett's Grammar.

*Author*—First term: Reading Lessons in the Foundations.

Second term: Caesar, Books, I-II.

*Practice*—First term: Exercises in the Foundations.

Second term: Arnold's Latin Prose Composition revised by Bradley—the first ten exercises, with supplementary work. Twice a week.

*Memory*—Both terms: Important verbs with their principal parts as given in Bennett, No. 120 sq., ten a day.

**THIRD YEAR.** (Five periods of 60 minutes each.)

*Precepts*—Both terms: Review of the syntax.

*Authors*—First term: Caesar, de Bello Gallico—Books IV, V, VI.

Second Term: Caesar; Cicero's Letters (Dillard).

*Practice*—Both terms: Bradley's Arnold, from No. 77 to No. 262. Twice a week.

*Memory*—A few lines from author daily.



**FOURTH YEAR.** (Five periods of 60 minutes each.)

*Precepts*—First term: Review of syntax continued.

Second term: Review of syntax continued; Prosody.

*Authors*—First term: Cicero, in Catilinam I or III, and Pro Archia.

Second term: Virgil's Aeneid, Books I, II; Selections from Christian Hymnology.

*Practice*—Both terms: Bradley's Arnold, from No. 262 to 527. Twice a week.

*Memory*—A few lines from author daily.

## GREEK

**FIRST YEAR.**

Towards the end of the second term a few hours are devoted to the study of Greek, so as to familiarize the pupil with the alphabet and the pronunciation.

**SECOND YEAR.** (Five periods.)

*Precepts*—Both terms: Etymology; nouns, regular and irregular adjectives, pronouns, adverbs, the regular verb. Kaegi-Kleist's Grammar.

*Practice*—Two themes a week; frequent written class exercises; a written review once a week.

*Memory*—Six or eight words daily.

**THIRD YEAR.** (Five periods.)

*Precepts*—First term: Etymology completed; Syntax; agreement, voices, tenses, moods in independent clauses. Kaegi-Kleist.

Second term: Moods in dependent clauses.

*Author*—First term: White's First Greek Book, or Xenophon, Anabasis.

Second term: Xenophon, Anabasis.

*Practice*—Both terms: A theme twice a week. Frequent written class exercises.

*Memory*—List of verbs.

**FOURTH YEAR.** (Five periods.)

*Precepts*—First term: Syntax completed. Kaegi-Kleist.

Second term: Homeric dialect; Syntax reviewed.

*Author*—First term: Xenophon, Anabasis, Books III and IV.

Second term: Homer, Iliad, Book I.

*Practice*—Both terms: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

*Memory*—Select passages from the author.

## ENGLISH

**FIRST YEAR.** (Five periods.)

*Precepts and Practice*—Analysis and sentence-building, punctuation, etc.; occasional practice in letter-writing.

Text-book: McNichol's Fundamental English and Ryan's Studies in Irving.

*Texts for Study*—Irving, The Sketch Book; Hawthorne, Tanglewood Tales; Dickens, Christmas Carols; Goldsmith, Deserted Village; Longfellow, Evangeline; Whittier, Snowbound; Scott, Lady of the Lake.

*Memory*—From the authors read in class.

## SECOND YEAR. (Five periods.)

*Precepts and Practice*—The Period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-books: Donnelly's Imitation and Analysis, and Ryan's Studies in Irving as a companion book for work in composition.

*Texts for Study*—Hawthorne, The Great Stone Face, The Snow Image; Poe, The Gold Bug, The Purloined Letter; Wiseman, Fabiola; Macaulay, Lays of Ancient Rome; Longfellow, Tales of a Wayside Inn; Bryant, Selections Arnold, Sohrab and Rustum.

*Memory*—From the authors read in class.

## THIRD YEAR. (Five periods.)

*Precepts and Practice*—Brooks's English Composition, Book II, cc. 1, 2, 3, 9. Figures, Narration and Description.

*Texts for Study*—Lamb, Select Essays of Elia; De Quincey, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tennyson, The Holy Grail, The Passing of Arthur; De Vere, Domville's Selections; Drake, Culprit Fay; Lowell, Vision of Sir Launfal.

*Memory*—From the authors read in class.

## FOURTH YEAR. (Five periods.)

*Precepts and Practice*—The four species of prose composition; versification; essays.

Text-books: Brooks's English Composition, Book II, Parsons' English Versification.

*Texts for Study*—Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selections; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

*Memory*—From the authors read in class.

# MATHEMATICS

Text-books: Wentworth's Complete Algebra. Plane and Solid Geometry, Trigonometry and Surveying.

## FIRST YEAR. (Five periods.)

First term: Algebra, from the beginning to Common Factors and Multiples, cc. 1 to 7 excl.

Second term: Algebra, Common Factors to Simultaneous Equations of the first degree, excl., cc. 7-11 excl. Also Loci of Equations, c. 32.

## SECOND YEAR. (Four periods.)

First term: Algebra, Simultaneous Equations to Indeterminate Equations, cc. 11-16 excl.

Second term: Algebra, Indeterminate Equations to Choice, excl.

**THIRD YEAR. (Four periods.)**

First term: Geometry, Books I, II.

Second term: Geometry, Books III, IV, V.

**FOURTH YEAR. (Four periods.)**

First term: Geometry, Books VI, VII, VIII.

Second term: Plane Trigonometry, cc. 1 to 5 excl.

Instruction in the theory and use of logarithmic tables is given in connection with Plane Trigonometry.

**HISTORY****FIRST YEAR. (Two periods.)**

Oriental and Grecian History.

**SECOND YEAR. (Two periods.)**

History of Rome.

**THIRD YEAR. (Two periods.)**

History of the United States.

Text-books: Montgomery's History of the United States, and Garner's Civil Government.

**FOURTH YEAR. (Two periods.)**

Guggenberger's History of the Christian Era. Vol. I.

**CHEMISTRY**

A year's work in elementary chemistry is given in the third year of the High School. The course consists of three lectures and two laboratory periods a week. The aim is to prepare students for collegiate work in chemistry; also afford them an opportunity to obtain credits usually demanded as necessary for admittance in other departments of the University. In the lectures the fundamental topics of chemistry will receive such elementary treatment as will bring them within the grasp of the student.

The importance of laboratory work in an elementary course is generally recognized, because without some laboratory experience the thorough comprehension of the matter aimed at in the course is hardly possible. All laboratory work is personally supervised by the instructors.

Well equipped laboratories and supply room, under the immediate supervision of an experienced curator, who devotes all his time to their maintenance, affords students every opportunity to pursue successful work along the lines of High School or College Chemistry.

Text: Henderson & McPherson, Elementary Chemistry.

Laboratory Manual: Henderson & McPherson, Exercises in Chemistry.

**PHYSICS**

1. A general elementary course. The subjects of Mechanics, Molecular Physics and Heat, by lecture, demonstrations and recitations.



FOURTH YEAR—First Semester. (Three periods a week.)

2. Twenty-five selected laboratory exercises covering above subjects.

FOURTH YEAR—Second Semester. (Three periods a week.)

3. Magnetism and Electricity; Light and Sound. Two lecture demonstrations or recitations a week, discussing the principal phenomena and general laws of Magnetism and Electricity; Geometric Physical Optics and Sound.

4. Selected laboratory exercises, establishing the fundamental laws of enumerated subjects.

## ELOCUTION

The students in all classes of the High School Department receive training in elocution, one class hour per week being devoted to that art. It is the intention of the Faculty to develop in this way the power of public speaking, so that graduates from the Department may fill a larger place in the civic and business life of the community.

## GERMAN

COURSE I.

SECOND YEAR. (Five periods a week during both terms.)

*Grammar*—Article, Noun, Adjective, Pronoun.

*Declensions*—Prepositions, Comparison of Adjectives, Verb.

*Reading*—Easy pieces. Short poems memorized.

Elementary German Conversation.

*Practice*—Translations from English into German and vice versa. Easy German compositions.

COURSE II.

THIRD YEAR. (Three periods a week during both terms.)

*Grammar*—Thorough study of Declensions and Verbs. Irregular and Compound Verbs. Adverbs, Conjunctions, Interjections.

*Reading*—German Reader. German Conversation.

*Practice*—Free Reproduction of Narrative and Descriptive Pieces.

COURSE III.

FOURTH YEAR. (Two periods a week during both terms.)

*Grammar*—Thorough Review of Etymology and Syntax.

*Reading*—Select Classical Authors. German Conversation.

*Practice*—Original Narratives and Descriptions. Letter-writing.

Text-book: Bacon.

## FRENCH

COURSE I. (Three periods a week.)

*French Grammar*—The main object of this course is to help the student to acquire a vocabulary and prepare him for the reading of French prose. Frequent exercises involving the use of the more common French idioms. Conversational exercises based on the selections translated in the class-room.

COURSE II. (Three periods a week.)

Brief repetition of the work of the first year in grammar. Syntax. Reading of the more difficult selections in the text-book chosen. Original Composition.

# Schedule of Class Periods

---

## Both Semesters

### First Year

	Periods per Week.	Min- utes.		Periods per Week.	Min- utes.
Latin .....	10	55	History .....	5	50
English .....	5	50	(1st Sem.)		
Mathematics .....	5	50	Physiography .....	5	50
Religion .....	2	30	(2nd Sem.)		

### Second Year

Latin .....	5	55	History .....	5	50
Greek .....	5	50	(1st Sem.)		
English .....	5	50	Physiology .....	5	50
Mathematics .....	5	50	(2nd Sem.)		
Religion .....	2	30			

### Third Year

Latin .....	5	55	Religion .....	2	30
Greek .....	5	50	Chemistry .....	5	50
English .....	5	50	Civics (1st Sem.) .....	2	30
Mathematics .....	5	50	History (2nd Sem.) .....	2	30

### Fourth Year

Latin .....	5	55	Religion .....	2	30
Greek .....	5	50	History .....	2	30
English .....	5	50	Physics .....	5	50
Mathematics .....	5	50			

---

A CERTIFICATE FOR THE SATISFACTORY COMPLETION OF  
THE COMMERCIAL COURSE WAS CONFERRED UPON

ROBERT KRETZ

THOMAS MCCARVILLE

---

ELOCUTION

First Class

*The Joseph A. Connell Medal*.....EDWARD L. COLNON  
*Next in Merit*.....J. CLAIR DALY

Second Class

*Medal*.....ROBERT A. POYNTON  
*Next in Merit*.....GEORGE A. SMISKOL

Third Class

*Medal*.....CLARENCE E. HOLTON  
*Next in Merit*.....DANIEL A. MOYNIHAN

Fourth Class

*Medal*.....VINCENT J. SHERIDAN  
*Next in Merit*.....ROBERT J. HOLLIDAY

# Class Honors

## FOURTH YEAR HIGH—SECTION A.

*The James J. Walsh Medal of Excellence.....*THOMAS G. WALSH, 93.5

### First Honors.

T. CYRIL CORBETT, 95	CHARLES E. PECHOUS, 93
VINCENT I. SLOAN, 91	

### Second Honors.

JEROME W. BYRNES, 89	JOHN E. BURCH, 87
ARNOLD WEISENBURGER, 88.5	RAYMOND LUNDY, 86
SINON J. WALSH, 88	JOHN KELLY, 85
WALTER M. HARKS, 87	JOHN J. REILLY, 85

## FOURTH YEAR HIGH—SECTION B.

*The Edward L. Moorhead Medal of Excellence.....*JOSEPH F. KOHNEN, 92.4

### First Honors.

WILLIAM P. HAGEDORN, 92	JOHN J. POLLARD, 91
RAYMOND D. FLAVIN, 90	

### Second Honors.

GERALD MYERS, 88	JOHN J. MCMAHON, 86
JOHN T. O'CONNOR, 88	THEODORE J. KRUSE, 86
MARK J. CRIBBEN, 87	MARCUS C. RYAN, 85

## THIRD YEAR HIGH—SECTION A.

*The Antonio Lagorio Medal of Excellence.....*LAWRENCE BARRY, 95.4

### First Honors.

PHILIP CARNEY, 95	GERALD MADDOCK, 91
EDWARD M. EGAN, 91	

### Second Honors.

HENRY J. WALSH, 88	JOHN J. O'CONNELL, 88
FRANCIS J. NULTY, 86	

## THIRD YEAR HIGH—SECTION B.

*The Joseph F. Biggio Medal of Excellence*.....MALCOLM J. BOYLE, 95

## First Honors.

WALTER T. DEEGAN, 93  
JOSEPH X. RYAN, 92  
WILLIAM C. PLUMB, 92

JOHN J. BENSON, 91  
DANIEL J. HUSSEY, 91  
EDWARD M. KURTZ, 90

## Second Honors.

DANIEL M. SCHMIDT, 89  
RAYMOND E. SHERIDAN, 89

EUGENE T. MCENERY, 87  
GEORGE J. KENTER, 85

THOMAS J. MCVEY, 85

## THIRD YEAR HIGH—SECTION C.

*The M. J. Collins Medal of Excellence*.....JOHN C. MALLOY, 96.3

## First Honors.

DUDLEY P. HEALEY, 96  
JAMES F. WADE, 94

JOSEPH I. ANDREWS, 91  
EDWARD S. GILLESPIE, 91

JOSEPH P. POYNTON, 91

## Second Honors.

JOHN L. SULLIVAN, 89  
UMILE BROCCOLO, 88  
RALPH J. O'BRIEN, 88  
GEORGE A. SMISKOL, 87

ROBERT A. NEUBERT, 86  
ROBERT A. POYNTON, 86  
JAMES C. SHEA, 86  
MARTIN I. DARGAN, 85

## SECOND YEAR HIGH—SECTION A.

*The Herman J. Berghoff Medal of Excellence*.....CHARLES J. LEYDEN, 94.6

## First Honors.

HARRY M. DOYLE, 94  
WILLIAM L. CAREY, 93

PAUL T. CULHANE, 93  
WILLIAM T. HOVARKA, 93

## Second Honors.

J. VINCENT CURRAN, 87  
JOSEPH F. DAMASKE, 86

GEORGE L. SLAD, 86  
MATTHEW T. SMITH, 86

## SECOND YEAR HIGH—SECTION B.

*The Joseph F. Biggio Medal of Excellence.....*JOSEPH M. EGAN, 96.1

### First Honors.

EDWARD A. RYAN, 96	CHARLES J. ROUBIK, 95
FRANCIS R. KRUSE, 95	JOHN A. RYAN, 92
LESTER E. GARRISON, 93	FRANCIS W. HAYES, 92
MATTHEW A. DOCKENDORF, 93	WILLIAM J. HAGEERTY, 91

### Second Honors.

CLEOPHAS U. THERIAULT, 88	HARVEY F. CROWLEY, 86
EDWARD A. TOURVILLE, 87	CYRIL D. LOFTUS, 86
FRANCIS J. SCHAF, 87	ANTHONY J. BRONSKEY, 85
JOHN McNALLY, 87	PETER QUINN, 85
ALFRED F. LUX, 87	PETER J. DORETTI, 85

## SECOND YEAR HIGH—SECTION C.

*Medal of Excellence.....*RAYMOND F. FIEDLER, 93.7

### Second Honors.

ROBERT KEENAN, 87	JOSEPH A. O'BRIEN, 86
BERNARD J. CUNNINGHAM, 85	

## SECOND YEAR HIGH—SECTION D.

*The Herman J. Berghoff Medal of Excellence.....*CYRIL W. TIERNEY, 96.5

### First Honors.

HENRY REIS, 93

### Second Honors.

RICHARD P. GIBBONS, 87	JAMES P. HYDE, 86
EDWIN C. HOLDEN, 86	FRANCIS M. BAILEY, 85

## SPECIAL PRIZE FOR PROMOTION.

STEPHEN B. DRISCOLL	CLARENCE E. HOLTON
---------------------	--------------------

## FIRST YEAR HIGH—SECTION A.

*The Joseph F. Biggio Medal of Excellence....*EMMETT I. HARRINGTON, 96.9

## First Honors.

JOHN P. BULGER, 96.6	REX T. O'CONNOR, 92
WILBERT F. CROWLEY, 96	JAMES E. CAUGHLIN, 91
ALFRED W. FAULKNER, 91	

## Second Honors.

LEE J. HANEY, 89	ROBERT J. HOLLIDAY, 88
JUSTIN J. ANTONAITIS, 88	FRANCIS W. BROKAMP, 87
ALOYSIUS B. CAWLEY, 88	ANTHONY V. GOLDMANN, 86

## FIRST YEAR HIGH—SECTION B.

*The Medal of Excellence*.....PATRICK F. SWEENEY, 96

## First Honors.

JOSEPH M. TEPLY, 95	ALOYSIUS FERRING, 92
FRANCIS J. BYRNE, 93.5	WILLIAM M. HAGERTY, 92
LEO. J. CONNELLY, 93	EDWARD F. CONDON, 92
JOHN F. EGAN, 92	CORNELIUS P. BURKE, 91
GEORGE F. KRUPKA, 90	

## Second Honors.

ALLEN M. BURNS, 89	JOHN A. PEYTON, 88
AUSTIN J. GALAGHER, 89	WILLIAM R. SOMERVILLE, 87
WALTER V. SWEENEY, 89	JOHN J. DILLON, 86

## FIRST YEAR HIGH—SECTION C.

*Medal of Excellence*.....PAUL BROCCOLO, 96.5

## First Honors.

ELMER J. O'CONNELL, 96	FERGUS J. KERRIGAN, 95
MICHAEL P. MULHERN, 95.3	EDWARD N. AMBROSE, 91.8
PAUL M. SMITH, 90.3	

## Second Honors.

JOHN F. MCCARTHY, 88.6	PETER J. NOLAN, 85.3
THOMAS I. TURNER, 86.7	EDWARD J. THORNTON, 85.1
FRANCIS J. FLOOD, 86.2	N. EDWARD GRIFFIN, 85
JAMES J. DUFFY, 86	JAMES WILCZEK, 85
ANTHONY OSTROWICKI, 85.5	VICTOR J. SIVORE, 85



FIRST YEAR HIGH—SECTION D.

*Medal of Excellence*.....JOHN J. DEVERY, 98.5

First Honors.

JOHN T. KEEFE, 97  
JAMES J. TAYLOR, 97  
EDMUND B. GILLOOLEY, 96.5  
RICHARD J. GRANT, 96  
GERALD L. MELADY, 96  
VINCENT J. SHERIDAN, 95.5

JOHN ZVETINA, 94  
ROBERT J. HATTON, 92  
RICHARD H. LISBOA, 92  
WILLIAM A. MILLER, 91  
ELMER DONOHUE, 91  
FRANCIS J. FINN, 90

Second Honors.

WILLIAM E. McKENNY, 89  
EDWARD J. MIES, 88  
THOMAS J. CUNNINGHAM, 88  
CHARLES F. HASELBERGER, 87  
ERNEST P. STAHL, 87

ALOYSIUS A. FIEDLER, 87  
LOUIS B. STOCKS, 86  
CLAUDE A. FLETCHER, 86  
JOHN KELLY, 85  
FRANCIS J. McGONIGLE, 85

MICHAEL H. WALSH, 85

FIRST YEAR HIGH—SECTION E.

*Medal of Excellence*.....MATTHEW A. LAMB, 94

First Honors.

FRANCIS J. QUINN, 92

GEORGE T. CARVLIN, 91

WALTER A. REGAN, 91

Second Honors.

ROBERT P. McARDLE, 85

JOSEPH TAGLIA, 85



# Register of Students

---

## CLASSICAL DEPARTMENT.

### Fourth Year.

BURCH, JOHN E.  
 BURKE, JOHN J.  
 BURNS, RUSSEL J.  
 BYRNE, B. MAURICE  
 BYRNES, W. JEROME  
 CARROLL, WILLIAM J.  
 COLNON, EDWARD L.  
 CONLON, BERNARD A.  
 CONRON, FRANCIS J.  
 COONEY, JOHN R.  
 COVENEY, J. EDMUND  
 CRIBBEN, MARK J.  
 DALY, J. CLAIR  
 DOWDLE, RAYMOND  
 FINNEGAN, WILLIAM A.  
 FLANAGAN, JOHN J.  
 FLAVIN, RAYMOND D.  
 FOLAN, LAWRENCE J.  
 FOX, JOSEPH A.  
 HAGEDORN, WILLIAM P.  
 HARKS, WALTER M.  
 HICKEY, MATTHEW J.  
 HOSTY, JOSEPH P.  
 IANDOLO, JACK  
 KELLY, BERNARD J.  
 KELLY, JOHN  
 KOHNEN, JOSEPH F.  
 KRAJEWSKI, FRANCIS J.

KRUSE, THEODORE J.  
 LORCH, FREDERICK G.  
 LUNDY, RAYMOND  
 MCGREGOR, JOHN L.  
 MCMAHON, JOHN J.  
 McNULTY, JAMES F.  
 MODRZENSKI, FRANCIS  
 MURPHY, J. SHERWIN  
 MYERS, GERALD  
 O'CONNOR, JOHN T.  
 O'NEILL, EMMETT J.  
 O'NEILL, THOMAS J.  
 PECHOUS, CHARLES E.  
 POLLARD, JOHN J.  
 PROBST, STANLEY J.  
 REILLY, JOHN J.  
 RYAN, FRANCIS  
 RYAN, JOHN J.  
 RYAN, MARCUS C.  
 ROMANO, MICHAEL A.  
 SIMS, W. MURRAY  
 SLOAN, VINCENT I.  
 WALLACE, JOSEPH M.  
 WALSH, SINON J.  
 WALSH, THOMAS G.  
 WCISLO, ADAM  
 WEISENBURGER, ARNOLD  
 ZAHNINGER, EUGENE V.

### Third Year.

ANDREWS, JOSEPH I.  
 BARRY, LAWRENCE  
 BENSON, JOHN J.  
 BIESZK, JOHN M.  
 BOYLE, MALCOLM J.  
 BREEN, EDWIN F.  
 BROCCOLO, UMIŁE  
 BYRNE, EMMETT F.  
 CALLAN, FRANCIS P.  
 CALLEN, WILLIAM H.

CARAHER, BERNARD P.  
 CARBERRY, PAUL I.  
 CAREY, THOMAS E.  
 CARNEY, PHILIP S.  
 DARGAN, MARTIN I.  
 DEEGAN, WALTER T.  
 DEMSKI, FRANCIS H.  
 DUNN, WALTER E.  
 DUNNE, LEO J.  
 ECKMANN, FREDERICK W.

EGAN, EDWARD M.  
 FINNERTY, STEPHEN  
 FITZPATRICK, JOSEPH E.  
 FOLEY, THOMAS J.  
 FOX, ALFRED E.  
 GILLESPIE, EDWARD S.  
 GOODWILLIE, DOUGLAS M.  
 GRACE, JOHN I.  
 GRIFFIN, JAMES J.  
 HANRAHAN, WILLIAM M.  
 HANZLIK, FRANCIS J.  
 HEALEY, DUDLEY P.  
 HOCK, JOSEPH C.  
 HOLLOWAY, EDWARD D.  
 HUSSEY, DANIEL J.  
 KECH, ALPHONSE  
 KEEFE, GERALD S.  
 KEHOE, JOHN P.  
 KELLY, HENRY J.  
 KELLY, THOMAS F.  
 KENTER, GEORGE J.  
 KIMMAN, JOHN W.  
 KOWALSKI, VICTOR E.  
 KURTZ, EDWARD M.  
 LARKIN, JOHN J.  
 MCAULEY, J. VINCENT  
 MCCAULEY, JOHN B.  
 MCDEVITT, J. DUNLAP  
 MCENERY, EUGENE T.  
 MCINTYRE, RAYMOND B.  
 MCVHEY, THOMAS J.  
 MADDOCK, GERALD V.  
 MALLOY, JOHN C.

MELODY, WILLIAM A.  
 MINAHAN, MARK A.  
 MORAN, EDGAR B.  
 MORONEY, JOHN W.  
 NEUBERT, ROBERT A.  
 NULTY, FRANCIS J.  
 O'BRIEN, RALPH J.  
 O'CONNELL, JOHN B.  
 O'CONNOR, LEONARD J.  
 PHEE, CLIFFORD T.  
 PLUMB, WILLIAM C.  
 POYNTON, JOSEPH P.  
 POYNTON, ROBERT A.  
 REIS, JOHN  
 RUSSO, WILLIAM J.  
 RYAN, JOSEPH X.  
 RYAN, VINCENT M.  
 SASNOWSKI, FRANCIS  
 SCHMITT, DANIEL M.  
 SEEBERGER, HARRY J.  
 SIMUNICH, WILLIAM A.  
 SHEA, JAMES C.  
 SHERIDAN, RAYMOND E.  
 SMISKOL, GEORGE A.  
 STARSHAK, T. CYRIL  
 SULLIVAN, JOHN L.  
 SWEENEY, JAMES A.  
 WADE, JAMES F.  
 WALSH, HENRY J.  
 WELFARE, FREDERICK G.  
 WHEELER, WILLIAM V.  
 YOUNG, FRANCIS J.

## Second Year.

ANDERSON, MILTON T.  
 ANDRYSKE, PAUL C.  
 ANDRZEJEWSKI, FLAVIAN L.  
 ASHLEY, EARL C.  
 ATKINSON, W. McMULLEN  
 BAILEY, FRANCIS M.  
 BAKER, EUGENE L.  
 BARLOW, JOHN J.  
 BLOUIN, HENRY A.  
 BOSIKOWSKI, JOHN P.  
 BRENNAN, THOMAS  
 BROCKHAGEN, ROBERT H.  
 BROGNI, JOHN F.  
 BRONSKEY, ANTHONY J.  
 BURKE, FRANCIS J.  
 BURKE, PHILIP  
 BYRNE, CHARLES J.  
 BYRNE, JOHN P.

CALUWAERT, EDWARD C.  
 CANARY, ALEXANDER J.  
 CAREY, WILLIAM L.  
 CARROLL, HAROLD A.  
 CASSIDY, JOHN J.  
 CAVANAUGH, WILLIAM P.  
 CONNORS, MATTHIAS A.  
 COOK, MARTIN W.  
 CORBOY, LOUIS W.  
 CROWLEY, HARVEY F.  
 CULHANE, M. ALOYSIUS  
 CULHANE, PAUL T.  
 CUNNINGHAM, BERNARD J.  
 CUNNINGHAM, MICHAEL J.  
 CURRAN, J. VINCENT  
 DALTON, JAMES J.  
 DAMASKE, JOSEPH F.  
 DANKOWSKI, CHESTER I.

DEMARS, ALPHONSUS I.  
DOCKENDORF, MATTHEW A.  
DONOHUE, JOHN W.  
DORETTI, PETER J.  
DOYLE, HARRY M.  
DRISCOLL, STEPHEN B.  
EGAN, JOSEPH M.  
EGAN, LEO F.  
ELLIOTT, HOWARD  
ENNESSY, PIERCE R.  
FIEDLER, RAYMOND F.  
FITZGERALD, GEORGE E.  
FLANNIGAN, FRANCIS L.  
FOLAN, WILLIAM  
FOLEY, CHARLES J.  
FOLEY, PHILIP J.  
FORD, JOSEPH B.  
FOX, ALOYSIUS J.  
GAINLEY, HAROLD  
GARRISON, LESTER E.  
GIBBONS, RICHARD P.  
GIBBONS, WILLIAM J.  
GILL, CHARLES F.  
GOLDTHWAITE, FRANCIS C.  
GRADY, JOSEPH J.  
GRANT, EMMETT W.  
HAGERTY, WILLIAM J.  
HANLEY, EDWARD P.  
HARKS, EUGENE B.  
HARTIGAN, RAYMOND J.  
HAYES, FRANCIS W.  
HERMAN, JOSEPH J.  
HOLDEN, ASA D.  
HOLDEN, EDWIN C.  
HOLTON, CLARENCE E.  
HORNER, EDMUND D.  
HOVARKA, WILLIAM T.  
HUGHES, THOMAS F.  
HYDE, JAMES P.  
JERRY, DOMINIC M.  
JOHANN, JOSEPH N.  
JOSLER, EDMUND A.  
KEARNEY, WILLIAM F.  
KEENAN, ROBERT  
KERRIGAN, HAROLD J.  
KLAWIKOWSKI, ANTHONY J.  
KOWALSKI, PETER A.  
KRUSE, FRANCIS R.  
LEYDEN, CHARLES J.  
LIES, FRANCIS J.  
LOFTUS, CYRIL D.  
LONG, CHARLES E.  
LUX, ALFRED F.  
MCCLELLAN, DOUGLAS I.  
MCCORMAC, JOSEPH J.

MCCONNELL, JAMES P.  
MCGUIRE, PETER  
MCNALLY, JOHN  
MAGEE, JAMES E.  
MAHON, THOMAS  
MAHONEY, LEO M.  
MALECKI, JOHN D.  
MARKIEWICZ, STANLEY S.  
MARTIN, JOSEPH A.  
MAZZONE, ANGELO J.  
MOORE, WILLIAM F.  
MORAND, ROBERT J.  
MOYNIHAN, DANIEL A.  
O'BRIEN, JOHN J.  
O'BRIEN, JOHN M.  
O'BRIEN, JAMES R.  
O'BRIEN, JOSEPH A.  
O'CONNOR, WILLIAM A.  
O'NEILL, EDMUND J.  
NEWMAN, JOHN H.  
NOLAN, VINCENT J.  
QUINN, PETER  
QUIRK, JOHN R.  
PURTELL, JOHN V.  
REDDY, JOHN W.  
REIS, HENRY D.  
ROUBIK, CHARLES J.  
RUSSELL, JAMES V.  
RYAN, EDWARD A.  
RYAN, JOHN A.  
RYAN, JOHN P.  
RYAN, MICHAEL J.  
SAROCO, WILLIAM J.  
SCHAF, FRANCIS J.  
SCHAGER, ANTON J.  
SCHUMAN, JOHN J.  
SHANNON, THOMAS R.  
SIEGNA, ADAM R.  
SLAD, GEORGE L.  
SLIWINSKI, ALOYSIUS  
SMITH, MATTHEW T.  
STOCKS, JOSEPH P.  
SWEENEY, THOMAS G.  
SZULCZYNSKI, FELIX C.  
SZWABA, FRANCIS J.  
THERIAULT, CLEOPHAS U.  
TIERNEY, CYRIL W.  
TOMPOROWSKI, CASIMIR F.  
TOURVILLE, EDWARD A.  
TROY, BASIL C.  
WALSH, MAURICE G.  
WATHIER, ROY A.  
WILD, JAMES R.  
YOUNG, EDWARD J.

## First Year.

AMBROSE, EDWARD N.	EGAN, JOHN F.
ANTONAITIS, JUSTIN J.	FARRELL, JAMES E.
BARBER, ROGER F.	FAULKNER, ALFRED W.
BERMINGHAM, JOHN	FENTON, THOMAS J.
BOWLES, JOHN H.	FERRING, ALOYSIUS
BREEN, JOSEPH B.	FIEDLER, ALOYSIUS A.
BRENNAN, HENRY	FINN, FRANCIS J.
BRENNAN, JOHN C.	FISHER, EDWARD P.
BROCCOLO, PAUL	FITZGERALD, WILLIAM C.
BRODERICK, JOHN	FITZPATRICK, JOHN J.
BROKAMP, FRANCIS W.	FLEMING, JOHN J.
BROOKS, FRANCIS X.	FLETCHER, CLAUDE A.
BROPHY, THOMAS E.	FLOOD, FRANCIS J.
BRUEN, CHARLES	FOLEY, JOSEPH A.
BULGER, JOHN P.	FREELY, JOHN F.
BURKE, CORNELIUS P.	FREEMAN, WILLIAM R.
BURKE, JOHN J.	GALEZEWSKI, ALEXIS L.
BURKE, ROBERT E.	GALLAGHER, AUSTIN J.
BURNS, ALLEN M.	GEHARDT, CHARLES R.
BYRNE, FRANCIS J.	GIBLIN, JOSEPH M.
BYRNE, JAMES B.	GILLOOLEY, EDMUND B.
CALLAHAN, GEORGE M.	GOLDMANN, ANTHONY V.
CARAHER, FRANCIS J.	GRADY, CHARLES W.
CARMODY, GEORGE T.	GRANT, RICHARD J.
CARVLIN, GEORGE T.	GRIFFIN, N. EDWARD
CASSIDY, GEORGE P.	HAGERTY, WILLIAM M.
CAUGHLIN, JAMES E.	HANEY, LEE J.
CAWLEY, ALOYSIUS B.	HARRINGTON, EMMETT J.
COGAN, EDWARD C.	HARVEY, IRVING J.
COGAN, JOHN L.	HASELBERGER, CHARLES F.
COLOHAN, EDWARD A.	HATTON, ROBERT J.
COLNON, PHILIP	HESLAU, WILLIAM C.
CONDON, EDWARD F.	HICKS, HAROLD V.
CONNELLY, LEO J.	HOCK, ALBERT S.
CONNORS, WILLIAM J.	HOLLIDAY, ROBERT J.
CONWAY, JOHN M.	HORAN, CHARLES D.
CORRIGAN, JAMES P.	HOTT, DARRELL W.
CROWLEY, WILBERT F.	HUBBS, J. LESTER
CUNNINGHAM, THOMAS J.	JONES, WILLIAM A.
DALKA, ROMAN C.	KAPELANSKI, ROMAN A.
DALY, DAVID A.	KAROWIAK, JOHN S.
DEEGAN, JOHN R.	KEARNS, WILLIAM J.
DEROSA, DANIEL	KEEFE, JOHN T.
DEVERY, JOHN J.	KELLY, JOHN
DILLON, JOHN J.	KENNEY, LESTER J.
DILLON, JOHN M.	KERRIGAN, FERGUS J.
DOHERTY, JAMES J.	KLYTTA, ROMAN K.
DONOHUE, ELMER	KRUPKA, GEORGE F.
DUFFY, JAMES J.	LAMB, MATTHEW A.
DUNPHY, THOMAS J.	LANCASTER, RAYMOND M.
DURAND, GEORGE	LEDECKY, LADISLAS S.
DWYER, PHILIP F.	LERACZ, ALEXANDER E.
EARNEST, NAPOLEON A.	LISBOA, RICHARD H.
EGAN, BERNARD P.	LOCKIE, DAVID

MCALEESE, CHARLES  
 MCALLISTER, JOSEPH F.  
 MCARDLE, JOHN P.  
 MCARDLE, ROBERT P.  
 MCCARTHY, JOHN F.  
 MCDERMOTT, JAMES M.  
 MCGONIGLE, FRANCIS J.  
 MCKENNY, WILLIAM E.  
 McNALLY, THOMAS J.  
 McNAMARA, JOHN T.  
 McNAMARA, JOSEPH M.  
 McNICHOLS, FRANCIS J.  
 McNICHOLS, THOMAS A.  
 MCSHANE, BERNARD M.  
 MAHONEY, JOHN W.  
 MAJOR, JOSEPH  
 MARTIN, JOHN A.  
 MARTIN, THOMAS F.  
 MAZUROWSKI, EDWARD A.  
 MEEHAN, GEORGE W.  
 MEEHAN, JOHN B.  
 MELADY, GERALD L.  
 MIES, EDWARD J.  
 MILLER, WILLIAM A.  
 MINICH, GEORGE H.  
 MOLLOY, JOHN  
 MONGOVEN, FRANCIS J.  
 MOORE, FRANCIS M.  
 MOORE, THOMAS  
 MUDD, EDWARD L.  
 MULHERN, MICHAEL P.  
 NOLAN, PETER J.  
 O'BRIEN, ROBERT T.  
 O'CONNELL, ELMER J.  
 O'CONNOR, REX T.  
 O'DAY, WILLIAM M.  
 O'HARA, JOSEPH H.  
 O'HARE, DENIS A.  
 O'NEILL, LESTER F.  
 OSTROWICKI, ANTHONY  
 PAYNE, W. VERNON  
 PAWLOWSKI, JOHN  
 PEYTON, JOHN A.

PHELAN, JOSE E.  
 QUAGLIA, PASQUALE  
 QUINN, FRANCIS J.  
 RENDE, FRANCIS  
 REGAN, WALTER A.  
 RENUSCH, FELIX A.  
 ROBERTSON, T. SANDERSON  
 RUSSO, JOHN J.  
 RYAN, AMBROSE T.  
 RYAN, FRANCIS T.  
 RYAN, GREGORY A.  
 RYLANDS, EDWARD P.  
 SAVARD, FRANCIS T.  
 SCHMITT, CHARLES J.  
 SCHOEMAN, JAMES J.  
 SCHOESSLING, PAUL M.  
 SHEA, CHARLES J.  
 SHEAN, EDWARD M.  
 SHERIDAN, VINCENT J.  
 SIMUNICH, BERNARD A.  
 SIVORE, VICTOR J.  
 SMITH, PAUL M.  
 SNIEGOWSKI, THOMAS  
 SOMERVILLE, WILLIAM R.  
 STAHL, ERNEST P.  
 STOCKS, LOUIS B.  
 SULLIVAN, ROBERT J.  
 SWEENEY, PATRICK F.  
 SWEENEY, WALTER V.  
 TADDA, FRANCIS J.  
 TAGLIA, JOSEPH  
 TAYLOR, JAMES J.  
 TEPLY, JOSEPH M.  
 THORNTON, EDWARD J.  
 TRAINOR, EDWARD  
 TUCKER, F. HOWARD  
 TULLY, WILLIAM A.  
 TURNER, THOMAS I.  
 WALSH, MICHAEL H.  
 WARD, FRANCIS L.  
 WILCZEK, JAMES  
 WILKIN, NICHOLAS  
 ZVETINA, JOHN

## COMMERCIAL DEPARTMENT.

KRETZ, ROBERT

McCARVILLE, THOMAS

LYONS, JOHN J.

**LOYOLA UNIVERSITY**  
**LOYOLA AVE. AND SHERIDAN ROAD**  
TELEPHONE ROGERS PARK 620

Conducted by the Jesuits

1452 Students

127 Professors

:: :::: ::

**Colleges of Arts and Sciences:**

St. Ignatius College, West 12th Street  
and Blue Island Avenue.

Loyola College, Loyola Avenue and  
Sheridan Road.

**Law Department:**

Ashland Block, Clark and Randolph  
Streets.

**Medical Department:**

Fulton and Ada Streets.

**Engineering Department:**

Loyola Avenue and Sheridan Road.

**Department of Sociology:**

Ashland Block, Clark and Randolph  
Streets.

**Pharmacy Department:**

Loyola Avenue and Sheridan Road.

:: :::: ::

HIGH SCHOOLS—Loyola Academy, Loyola Avenue and Sheridan Road, and St. Ignatius High School, 1076 West Twelfth Street, admit pupils who have finished the eighth grade and take them through the usual high school course.









**1914—1915**

**Registration Days, September 3, 4, 5.**

**Term Begins**

**Tuesday, September 8.**

C  
L95cZ,sa  
1915/16

# LOYOLA UNIVERSITY

UNIVERSITY OF ILLINOIS LIBRARY

MAY 13 1918

## ST. IGNATIUS ACADEMY

CHICAGO, ILLINOIS



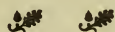
916

Supplement to General Catalogue

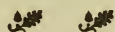




CATALOGUE  
OF  
ST. IGNATIUS ACADEMY



Address: The President or Principal  
St. Ignatius Academy, Pilsen Station, Chicago, Illinois  
Telephone, Monroe 1391



1916

LOYOLA UNIVERSITY PRESS  
CHICAGO

## *Board of Managers*

---

REV. JOHN B. FURAY, S. J.

PRESIDENT

REV. JOSEPH G. KENNEDY, S. J.

VICE-PRESIDENT

REV. GEORGE J. LEAHEY, S. J.

SECRETARY

REV. ALBERT F. X. ESTERMAN, S. J.

TREASURER

REV. PATRICK A. MULLENS, S. J.

# *Saint Ignatius Academy*

---

## PROSPECTUS

**St. Ignatius Academy and Its Relation to Loyola University.**—St. Ignatius Academy was erected in 1869. It is conducted by the Fathers of the Society of Jesus. During the forty-seven years of its existence it has trained and sent into the world thousands of men who now hold responsible positions in business and professional life. Every year hundreds of parents, realizing the priceless value of a good education, enter their sons at St. Ignatius Academy; assured that there, while receiving a training which is strictly modern, yet sane and substantial, they will be guided by men who take a personal interest in the welfare of every student, and who spare no pains to develop whatever talent each one may possess.

If, after completing his High School course, the student desires to continue his studies, he may do so without being obliged to enter a new institution and mingle with strangers; for St. Ignatius Academy is the preparatory department of Loyola University, in whose five great faculties of Literature, Law, Medicine, Engineering, and Pharmacy a thousand students are now acquiring knowledge which will make them successful men and useful citizens of the nation.

**Location and Buildings.**—St. Ignatius Academy is located at 1076 West Twelfth Street. Its central location makes it easy of access even from the remotest sections of the city. The buildings contain valuable Mineralogical and Natural History Museums, and a library of 50,000 volumes, a department of which is reserved for the students. The

class-rooms are well lighted and comfortable; there is a gymnasium, provided with lockers and shower-baths, and, in general, the Academy has all the equipment needed for the convenience, comfort, and mental and physical development of the students. The Department of Physics has an ample lecture room, and laboratories fitted with all the up-to-date apparatus required for experimental purposes. The Department of Chemistry, in addition to its lecture room, has eight large slate-topped tables for qualitative analysis, so arranged as to accommodate eighty students.

### GENERAL INSTRUCTIONS

**No Boarding.**—The Academy is intended for day scholars only. Students who live at a distance are not advised to take lodgings in the city, unless they are of a mature age and of a steady disposition.

**Distribution of Time.**—The Academic Year consists of one session, beginning the first week of September and ending in the latter part of June, when the Annual Commencement, the Conferring of Diplomas and the Distribution of Premiums take place.

The Academy is open every morning at half past seven o'clock. Those who come before the time of class proceed at once to the class-rooms and spend the interval in private study. All are required to be present five minutes before half past eight o'clock, at which hour the Catholic students hear Mass. The regular class exercises begin at nine a. m. and close at 3 p. m.

Thursday is the weekly recreation day.

**Attendance.**—As regular attendance is an important element in class-standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably

be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitation or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal. Students are required to be present eighty-five per cent of the school year to merit promotion in June.

Sickness, however, will be considered a valid excuse, provided a doctor's certificate be presented after an absence of a week or longer.

**Home Study.**—All endeavors of the Faculty will fail to insure success for the students, unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare recitations and exercises for this work, as well as to review the matter previously seen, at least three hours of home study daily are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

**Communications.**—Due notice should be given to the Principal of a change of residence, or of the contemplated withdrawal of a student.

**Examinations and Premiums.**—Written competitions are made by the students four times a year. The class-standing of the students, as well as the honors and premiums, are determined partly by these competitions and partly by the daily class-work, each counting one-half.

The medals and prizes given on Commencement Day are awarded in accordance with the results of the quarterly competitions. These prizes are: the medal of excellence for the highest average in the class; first and second honors for a yearly percentage of 90 and 85, respectively. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 70 is failure to pass.

**Discipline.**—Though the government of the Institution is mild rather than severe, yet, for the maintaining of order and discipline, without which there can be no training nor development of character, the students are required to be obedient, earnest in study, punctual, and refined of manner; any serious neglect of these essential points rendering the offender liable to effective correction, and even to dismissal.

**Conduct Outside the Premises.**—For faults committed outside the premises the officers of the Academy do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the Academy, the authorities will hold students strictly accountable for offenses of this nature.

**Luncheon.**—Dining rooms have been fitted up for the students, and placed in charge of a reliable caterer, so that students who desire a warm luncheon at the noon hour may be able to obtain it without leaving the premises.

Students are not allowed to leave the premises between the sessions without a written request from their parents or guardians to take lunch elsewhere.

## EXPENSES

Since the Institution is not endowed, it is entirely dependent for support on the fees paid for tuition.

Tuition per session of ten month, for all classes, \$60.

Students of General Chemistry and Physics pay \$10 per session.

Students engaged in Laboratory work deposit \$5 with the Treasurer at the beginning of the Course, to pay for chemicals and breakage.

High School Diploma, \$5.00.

Library Fee for all, \$1.00.

For each conditioned examination taken on the ap-



pointed day, a charge of \$1.00 is made; if taken at another time, the charge is \$2.00.

Payments for conditioned examinations must be made invariably before the examinations.

No extra charge is made for instruction in French, German or Vocal Culture.

The session is divided into quarters, which begin, respectively, about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Payments must be made quarterly or semi-annually in advance. No deduction is allowed for absence.

### COMPETITIVE SCHOLARSHIPS

Ten scholarships will be offered the coming year by the trustees of St. Ignatius College. These scholarships will be awarded by competitive examination.

#### Conditions of the Contest

1—Each applicant must have been a pupil of a parochial school in the Archdiocese of Chicago, during the whole season of 1916-1917.

2—Any boy of the eighth grade will be eligible to take the examination.

3—The pupil who makes the highest average will receive the full scholarship of eight years and valued at \$480. The two making the next highest averages will be awarded the high school and partial college scholarship, covering a period of six years and worth \$360. A scholarship for the four years of high school, worth \$240, will be given to the next three. Four scholarships for the first two years of high school, each of the value of \$120, will be conferred on those who win the last four places.

4—A scholarship student failing to make an average of 85 per cent in any competition or examination during his course will, thereby, forfeit his scholarship.

5—Every precaution is taken to make the test as fair as possible. The pupils do not write their name or the name of their school on their papers, but on separate cards, which are placed in sealed envelopes. These envelopes are opened only after the papers have been examined, and in the presence of the competitors.

6—No school will be awarded more than one scholarship.

### Matter of Examination

ENGLISH GRAMMAR—Etymology, rules of syntax, corrections of false syntax with reasons, parsing, analysis of sentences.

ORIGINAL COMPOSITION—This includes punctuation, spelling, use of capital letters, etc.

ARITHMETIC—ENTIRE—Particular stress will be laid on common and decimal fractions, percentages, interest, proportion, square root, cube root and mensuration.

### SCHOLARSHIPS

Friends of education who wish to donate scholarships can found one in perpetuity by giving the sum of Fifteen Hundred Dollars. Sixty dollars will provide an annual scholarship.

The following are now held by the college:

#### PERPETUAL

THE MISS ELIZA McCONVILLE SCHOLARSHIP.

MEMORIAL SCHOLARSHIP: MARGARET GERTRUDE ONAHAN.

DAMEN COUNCIL, 650, KNIGHTS OF COLUMBUS, SCHOLARSHIP.

THE HON. WILLIAM J. ONAHAN SCHOLARSHIP.

THE HON. CHARLES A. MAIR SCHOLARSHIP.

THE HON. THOMAS BRENNAN SCHOLARSHIP.

MEMORIAL SCHOLARSHIP: MRS. MARY WHITE RIORDAN.

THE HENRY VENN, A. B., CLASS OF 1906, SCHOLARSHIP.

MEMORIAL SCHOLARSHIP: MR. AND MRS. PANCRATIUS METZ.

THE MR. AND MRS. MICHAEL J. RIORDAN SCHOLARSHIP.

#### ANNUAL

THE DE SOTO COUNCIL, KNIGHTS OF COLUMBUS, SCHOLARSHIP.

THE REV. HENRY J. DUMBACH, S. J., SCHOLARSHIP: MR. ANDREW MAGUIRE.

THE ILLINOIS COUNCIL, KNIGHTS OF COLUMBUS, SCHOLARSHIP.

## *Societies*

---

St. Ignatius Academy, like other centers of learning, has always been ready to sanction and encourage such societies as tend to promote the various interests of the students. The following societies in particular are deemed worthy of special mention:

### The Sodality

has for its object the cultivation in its members of an earnest religious spirit, and a tender devotion to the Mother of God. It was begun in 1891, and was formally erected under the title and invocation of the Immaculate Conception and St. Stanislaus Kostka, on May 7, 1904.

REV. GEORGE J. LEAHEY, S. J.

DIRECTOR

#### *Officers*

#### *First Term*

EDWARD HOLTON

JOSEPH M. EGAN

WILLIAM HAGERTY

JOHN A. RYAN

CHARLES LEYDEN

DANIEL MOYNAHAN

THOMAS WHEELER

EDWARD RYAN

STEPHEN DRISCOLL

HENRY BRENNAN

FRANCIS BYRNE

JOHN DEVERY

W. EMMETT RYAN

THOMAS DOWD

*Prefect*

*Assistants*

*Secretary*

*Treasurer*

*Librarians*

FERGUS KERRIGAN

*Sacristans*

*Consultors*

#### *Second Term*

EDWARD HOLTON

{ THOMAS WHEELER

{ CHARLES LEYDEN

JOHN A. RYAN

JOSEPH M. EGAN

MICHAEL MULHERN

JOSEPH M. EGAN

JOSEPH WCISLO

JAMES JENNINGS

JOHN SUTHERLAND

WALTER BYRNES

THOMAS SMALL

CARL ARENS

LEO MIELCAREK

## Loyola Literary Society

This society affords an opportunity for acquiring skill in the art of speaking, and much useful information to its members, and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the President. The President is appointed by the Faculty, and the other officers are elected by the members.

REV. ALOYSIUS J. McCORMICK, S. J.

## PRESIDENT

EDWARD C. HOLTON . . . . .	<i>Vice-President</i>
GEORGE M. CALLAHAN . . . . .	<i>Recording Secretary</i>
JOSEPH M. EGAN . . . . .	<i>Corresponding Secretary</i>
STEPHEN B. DRISCOLL . . . . .	<i>Treasurer</i>
CHARLES J. LEYDEN, HENRY A. BLOUIN . . . . .	<i>Censors</i>
WILLIAM J. HAGERTY	} . . <i>Committee on Debates</i>
HENRY D. REIS	
CYRIL W. TIERNEY	

## Athletic Association

JOSEPH C. FLYNN, S. J.

## DIRECTOR

JAMES F. WALSH, S. J.

## MODERATOR

DANIEL CUNNINGHAM . . . . .	<i>President</i>
CHARLES LEYDEN . . . . .	<i>Vice-President</i>

## Class Representatives

JOSEPH KERWIN	MARK CRIBBEN
EUGENE Zahringer	JOHN MALLOY
EDWARD HOLTON	STEPHEN DRISCOLL
MATTHEW DOCKENDORF	PAUL CAVANAUGH
CYRIL TIERNEY	PETER QUINN
FRANCIS HAYES	JAMES JENNINGS
JOHN BULGER	JOHN DINEEN
J. PERCY MOORE . . . . .	<i>Coach</i>
JAMES DALTON . . . . .	<i>Manager Football</i>
JOSEPH KERWIN . . . . .	<i>Manager Basketball</i>
VINCENT MCAULEY . . . . .	<i>Manager Baseball</i>

### Students' Library

The Students' Library, which forms one department of the College Library, contains over 7,300 volumes reserved for the use of the students. In connection with the library is a reference room and also a reading room, supplied with many of the best magazines of the day. The system of cataloging and charging books is in all essential details the same as that used in public libraries.

HENRY H. REGNET, S. J.

LIBRARIAN

#### *Assistants*

ROBERT C. KEENAN

JOSEPH A. O'BRIEN

ANTHONY J. KLAUWIKOWSKI

BENEDICT P. NAUSIEDAS

ERNEST P. STAHL

### The Orchestra

The Orchestra held its first rehearsal on October 2, 1900. Its purpose is to develop the musical talent of the students, and to encourage them to aim at proficiency in instrumental music.

*Faculty*

---

REV. JOHN B. FURAY, S. J.

PRESIDENT

REV. GEORGE J. LEAHEY, S. J.

PRINCIPAL

REV. ROLAND J. KENNY, S. J.

VICE-PRESIDENT

REV. WILLIAM H. TRENTMANN, S. J.

GREEK, HISTORY

MARK S. GROSS, S. J.

LATIN, ENGLISH

REV. WILLIAM J. TALBOT, S. J.

GREEK

REV. WILLIAM T. NASH, S. J.

LATIN

JAMES F. WALSH, S. J.

ENGLISH

FRANCIS P. BUNGART, S. J.

LATIN, GREEK, ENGLISH

REV. ALOYSIUS J. McCORMICK, S. J.

LATIN, GREEK, ENGLISH

REV. WILLIAM F. FELD, S. J.

LATIN, GREEK, ENGLISH

HENRY H. REGNET, S. J.

LATIN, GREEK, ENGLISH

REV. JAMES E. CONAHAN, S. J.

LATIN, ENGLISH



REV. F. GEORGE DINNEEN, S. J.

LATIN, ENGLISH

REV. JOSEPH C. FLYNN, S. J.

LATIN, ENGLISH, MATHEMATICS

REV. FRANCIS X. BREEN, S. J.

LATIN, ENGLISH

CLAUDE J. BAKEWELL, S. J.

LATIN

REV. JAMES L. McGEARY, S. J.

PHYSICS, MATHEMATICS

REV. EDWARD J. CALHOUN, S. J.

CHEMISTRY

J. HARRY M. FLYNN

MATHEMATICS, ELOCUTION

ROBERT J. GARLAND, A. B.

MATHEMATICS

ALOYSIUS J. McKENNA, A. M.

MATHEMATICS, ENGLISH

EDMUND P. GALLAGHER

HISTORY, MECHANICAL DRAWING

## *The Curriculum*

---

### INTRODUCTORY STATEMENT

The instruction given in the Classical High Schools of Loyola University, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years' classical course of approved High Schools.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and, in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective toward true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the

precise meaning of languages than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and graduation of all these studies.

#### Requirements for Admission

1. All applicants for admission must give satisfactory evidence of good moral character.

2. Candidates for admission to the first year of the Academy or High School must pass a satisfactory examination in the following subjects:

*English.* 1.—Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2.—Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

*Arithmetic.*—Fractions, common and decimal; denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

*History.*—Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

*Geography.*—Division of the world into continents; political division of the continent; form of government of each country, its chief cities its great rivers and products, etc.

## CLASSES

*FIRST YEAR.* In this class the study of Latin is begun; the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes conscious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose.

*SECOND YEAR.* During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences are aimed at, together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun.

*THIRD YEAR.* The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises in Latin and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand, the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character.

*FOURTH YEAR.* The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is absolutely not tolerated. In English, the student is further trained in the various species of prose composition, narration, etc., dialogue and letter writing. Considerable attention is given this year to the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose.

## *Schedule of Studies*

---

All the studies are prescribed unless otherwise indicated.

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

### CHRISTIAN DOCTRINE

Two one-half hour periods weekly.

FIRST YEAR. Faith.—Its object, necessity and qualities. The Apostles' Creed. Text-book: Deharbe's Large Catechism.

SECOND YEAR. The Commandments of God, Precepts of the Church, Sin and Virtue. Text-book, as in first year.

THIRD YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise IV, from Grace to end of book.

FOURTH YEAR. Coppens' Systematic Study of the Catholic Religion, Treatise I, The Christian Revelation, to Treatise IV, p. 1 to p. 191.

### LATIN

FIRST YEAR. Five periods.

*Precepts*—Etymology; rules of concord of noun, adjective, and verb. Bennett's Foundations, complete.

*Practice*—Short written exercises several times a week and daily oral drill. Bennett's Foundations.

*Memory*—The vocabularies in the Foundations.

SECOND YEAR. Five periods.

*Precepts*—Etymology reviewed; syntax, Bennett's Grammar.

*Author*—First semester: Caesar, *De Bello Gallico*, Books I-II.

Second semester: Caesar, *De Bello Gallico*, Books III-IV.

*Sight Reading*—Both semesters: Caesar, portions not prescribed above.

*Practice*—Both semesters: Bennett's Latin Writer, complete.

*Memory*—Both semesters: Important verbs with their principal parts as given in Bennett, No. 120 sq., ten a day.



THIRD YEAR. Five periods.

*Precepts*—First semester: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second semester: Syntax of verbs.

*Authors*—First semester: Caesar, *De Bello Gallico*, Books V-VI.

Second semester: Cicero, *In Catalinam*, I-III.

*Sight Reading*—Both semesters: Caesar and Cicero, portions not prescribed above.

*Practice*—Both semesters: Bradley's Arnold, from No. 77 to No. 262. Twice a week.

*Memory*—A few lines from author daily.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Review of syntax to moods.

Second semester: Review of syntax continued; word order, sentence-structure, style; Julian Calendar; prosody.

*Authors*—First semester: Cicero, *Pro Archia* and *Pro Lege Manilia*.

*Sight Reading*—Both semesters: Cicero and Virgil, portions not prescribed above.

Second semester: Virgil, *Aeneid*, Books I-II; selections from Christian hymnology.

*Practice*—Both semesters: Bradley's Arnold, from No. 262 to No. 527. Twice a week.

*Memory*—A few lines from author daily.

## GREEK

FIRST YEAR.

Towards the end of the second semester a few hours are devoted to the study of Greek, so as to familiarize the pupil with the alphabet and the pronunciation.

SECOND YEAR. Five periods.

*Precepts*—Both semesters: Etymology; nouns, regular and irregular adjectives, pronouns, adverbs, the regular verb. Kaegi-Kleist's Grammar.

*Practice*—Two themes a week; frequent written class exercises; a written review once a week.

*Memory*—Six or eight words daily.

THIRD YEAR. Five periods.

*Precepts*—First semester: Etymology completed; syntax; agreement, voices, tenses, moods in independent clauses. Kaegi-Kleist.

Second semester: Moods in dependent clauses.

*Author*—Both semesters: Xenophon, *Anabasis*, Books I-II.

*Practice*—Both semesters: A theme twice a week based on Xenophon. Pearson's Greek Prose Composition.

*Memory*—Irregular verbs.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Syntax completed. Kaegi-Kleist.

Second semester: Homeric dialect; syntax reviewed.

*Authors*—First semester: Xenophon, *Anabasis*, Books III-IV.

Second semester: Homer, *Iliad*, Book I.

*Practice*—Both semesters: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

*Memory*—Select passages from the author.

## ENGLISH

FIRST YEAR. Five periods.

*Precepts and Practice*—Analysis and sentence-building, punctuation, etc.; occasional practice in letter writing.

Text-Books: Brooks English Composition, Book I, Ryan's Studies in Irving.

*Texts for Study*—Hawthorne, Tanglewood Tales; Dickens, Christmas Carols; Goldsmith, Deserted Village; Longfellow, Evangeline; Whittier, Snowbound; Scott, Lady of the Lake.

*Memory*—From the authors read in class.

SECOND YEAR. Five periods.

*Precepts and Practice*—The period; development and imitation of periods; the paragraph; constructive principles of the paragraph; analysis and imitation of paragraphs.

Text-Books: Brooks English Composition, Book I. Donnelly's Imitation and Analysis, and Ryan's Studies in Irving as a companion book for work in composition.

*Texts for Study*—Irving, The Sketch Book; Hawthorne, The Great Stone Face, The Snow Image; Poe, The Gold Bug, The Purloined Letter; Wiseman, Fabiola; Macaulay, Lays of Ancient Rome; Longfellow, Tales of a Wayside Inn; Bryant, Selections; Arnold, Sohrab and Rustum.

*Memory*—From the authors read in class.

THIRD YEAR. Five periods.

*Precepts and Practice*—Brooks, English Composition, Book II; Choice of Words, Narration, Description, Figures of Speech.

*Texts for Study*—Lamb, Select Essays of Elia; De Quincy, Flight of a Tartar Tribe; Newman, Callista; Lafcadio Hearn, Chita; Tenny-

son, The Holy Grail, The Passing of Arthur; De Vere, (Domville's Selections); Drake, Culprit Fay; Lowell, Vision of Sir Launfal; Scott, The Talisman; Parkman, Selections.

*Memory*—From the authors read in class.

FOURTH YEAR. Five periods.

*Precepts and Practice*—Exposition, argument, versification, essays.

Text Books: Brooks, English Composition, Book II.

*Texts for Study*—Macaulay, Select Essays; Newman, Prose Selections; Addison, Selections from the Spectator; Burke, Conciliation with the Colonies; Wordsworth, Selections; Moore's Melodies; Shakespeare, Merchant of Venice or Macbeth.

*Memory*—From the authors read in class.

## MATHEMATICS

**Algebra I.** (*Through quadratics.*) Algebraic expressions; the four fundamental operations for rational algebraic expression; parentheses; factoring; determination of highest common factor and lowest common multiple by factoring; fractions, simple and complex; ratio and proportion; simple equations; graphical representations; simultaneous linear equations; square root and quadratic surds; quadratic equations containing one or two unknowns; imaginary roots in a quadratic equation.

*Text*—Wells and Hart.

First Year. Five Periods.

**Plane Geometry.** Angles, perpendiculars and parallels; triangles; concurrent lines of a triangle; theorems of inequality; circles, metrical relations; constructions; mensuration of polygons; comparison of areas; regular polygons and the measurement of the circle; the solution of original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

*Text*—Wentworth-Smith.

**Algebra II.** (*Quadratics and beyond.*) The completion of quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; variation; arithmetical and geometric progression and graphs.

*Text*—Wells and Hart.

One Semester. Five Periods.

**Solid Geometry.** The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones;

the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids.

*Text*—Stone-Millis.

One Semester. Five Periods.

**Plane Trigonometry.** Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications.

*Text*—Wentworth.

One Semester. Five Periods.

## HISTORY

FIRST YEAR. Five periods.

ANCIENT HISTORY. Oriental and Grecian History. History of Rome.

THIRD YEAR. Five periods.

MEDIAEVAL AND MODERN HISTORY.

FOURTH YEAR. Five periods.

ADVANCED AMERICAN AND ENGLISH HISTORY.

## CHEMISTRY

A course of experimental lectures, recitations and problems combined with laboratory work. The purpose of this course is to acquaint the student with the fundamental principles of the science and their application to inorganic and organic compounds. It meets the demands of a liberal education, and lays the foundation for more advanced work.

Lectures, four periods a week; laboratory, one double period a week.

## PHYSICS

A course of lectures, recitations and demonstrations covering in a general manner the fundamental principles of Physics. Written exercises by the students consisting of descriptions, diagrams and sketches, and numerous practical problems and examples supplement the lectures and recitations. Laboratory experiments, illustrating the fundamental principles of Physics, involving the elements of mechanics, sound, light, heat, magnetism and electricity.

Lectures and recitations, four periods a week; laboratory, one double period each week.

Text for Lectures and Recitations: Millikan and Gale.

Laboratory Manual: Millikan and Gale.

## ELOCUTION

The students in all classes of the High School Department receive training in elocution, one class hour per week being devoted to that art. It is the intention of the Faculty to develop in this way the power of public speaking, so that graduates from the Department may fill a larger place in the civic and business life of the community.

## GERMAN

## COURSE I.

SECOND YEAR. Five periods a week during both terms.

*Grammar*—Article, Noun, Adjective, Pronoun.

*Declensions*—Prepositions, Comparison of Adjectives, Verb.

*Reading*—Easy pieces. Short poems memorized.

Elementary German Conversation.

*Practice*—Translations from English into German and vice versa.

Easy German compositions.

## COURSE II.

THIRD YEAR. Three periods a week during both terms.

*Grammar*—Thorough study of Declensions and Verbs. Irregular and Compound Verbs. Adverbs, Conjunctions, Interjections.

*Reading*—German Reader. German Conversation.

*Practice*—Free Reproduction of Narrative and Descriptive Pieces.

## COURSE III.

FOURTH YEAR. Two periods a week during both terms.

*Grammar*—Thorough Review of Etymology and Syntax.

*Reading*—Select Classical Authors. German Conversation.

*Practice*—Original Narratives and Descriptions. Letter-writing.

Text-book: Bacon.

## FRENCH

## COURSE I. Three periods a week.

*French Grammar*—The main object of this course is to help the student to acquire a vocabulary and prepare him for the reading of French prose. Frequent exercises involving the use of the more common French idioms. Conversational exercises based on the selections translated in the class-room.

## COURSE II. Three periods a week.

Brief repetition of the work of the first year in grammar. Syntax. Reading of the more difficult selections in the text-book chosen. Original Composition.

## *Schedule of Class Periods*

---

### Both Semesters

#### First Year

	Periods per Week.	Min- utes.		Periods per Week.	Min- utes.
Latin .....	5	50	Religion .....	2	50
English .....	5	50	History .....	5	50
Mathematics .....	5	50			

#### Second Year

Latin .....	5	55	Mathematics .....	5	50
Greek .....	5	50	Religion .....	2	50
English .....	5	50			

#### Third Year

Latin .....	5	55	Religion .....	2	50
Greek .....	5	50	History .....	4	50
English .....	5	50			

#### Fourth Year

Latin .....	5	55	Religion .....	2	50
Greek .....	5	50	History .....	4	50
English .....	5	50	Physics .....	5	50



## *Elocution*

---

### First Class

*The Joseph A. Connell Medal*.....MATTHEW DOCKENDORF

### Second Class

*The James P. Molloy Medal*.....VINCENT SHERIDAN

### Third Class

*Medal*.....JAMES JENNINGS

### Fourth Class

*Medal*.....THOMAS McKENNA

## *Special Prizes*

---

Mr. Howard Brundage, a loyal Alumnus of St. Ignatius College, has generously donated three medals to be awarded to students who best combine athletic ability with scholastic attainment.

*Gold Medal*.....DANIEL CUNNINGHAM, '16

*Silver Medal*.....CHARLES LEYDEN, '20

*Bronze Medal*.....EDWARD HOLTON, '20

## Class Honors

---

### FOURTH YEAR HIGH—DIVISION A

*The James J. Walsh Medal of Excellence.....*JOSEPH EGAN, 98

#### First Honors

WILLIAM CAREY, 97	PAUL CULHANE, 92
FRANCIS KRUSE, 93	HENRY BLOUIN, 91

#### Second Honors

HARRY DOYLE, 89	THOMAS WHEELER, 85
FRANCIS HAYES, 88	VINCENT CURRAN, 85
CHARLES ROUBIK, 86	JOHN RYAN, 85

### FOURTH YEAR HIGH—DIVISION B

*The Edward Moorhead Medal of Excellence....*EDWARD HOLTON, 94.7

#### First Honors

CYRIL TIERNEY, 94.3	STEPHEN DRISCOLL, 94
RAYMOND FIEDLER, 93	ROBERT KEENAN, 92
WILLIAM HOVORKA, 90	

#### Second Honors

CHARLES LEYDEN, 87	EDMUND HORNER, 86
--------------------	-------------------

### THIRD YEAR HIGH—DIVISION A

*The Joseph F. Biggio Medal of Excellence.....*PAUL BROCCOLO, 96

#### First Honors

FERGUS KERRIGAN, 93

#### Second Honors

JOHN BULGER, 88	WILBUR CROWLEY, 87
ROBERT FOLEY, 88	MICHAEL MULHERN, 87
EDWARD AMBROSE, 85	

## THIRD YEAR HIGH—DIVISION B

*The Rev. John C. Bennett Medal of Excellence.....*JOSEPH TEPLY, 95

## First Honors

PATRICK SWEENEY, 92                      AUSTIN GALLAGHER, 92  
ALFRED FAULKNER, 90

## Second Honors

GEORGE KRUPKA, 88                      JOHN EGAN, 86  
CORNELIUS BURKE, 87                  EDWARD CONDON, 85

## THIRD YEAR HIGH—DIVISION C

*The M. J. Collins Medal of Excellence.....*JOHN KEEFE, 93

## First Honors

JOHN ZVETINA, 91                      RICHARD GRANT, 91  
VINCENT SHERIDAN, 91              EDWARD MIES, 90

## Second Honors

GERALD MELADY, 88                  ROBERT HATTON, 85  
JOSEPH TAGLIA, 85

## SECOND YEAR HIGH—DIVISION A

*The Joseph F. Biggio Medal of Excellence.....*DANIEL GALLERY, 95

## First Honors

JAMES RUSSELL, 93                      JOHN ENGLISH, 92  
FRANCIS DOSTAL, 90

## Second Honors

EMMETT RYAN, 89                      FLOYD ECKMANN, 86  
THOMAS COLLINS, 88                  JOHN O'SHEA, 85

## SECOND YEAR HIGH—DIVISION B

*The John J. Morrissey Medal of Excellence* . . . . . WILLIAM BOLGER, 97

## First Honors

JAMES O'CONNELL, 96.5	GEORGE CARROLL, 94
ROBERT DALY, 95	THOMAS DOWD, 93
WILLIAM PRYOR, 95	JOSEPH O'MALLEY, 91
DONALD FOLEY, 95	JOSEPH THOMAS, 90

## Second Honors

JOSEPH CROTTY, 88	EDWARD KING, 86
MORRIS TRAYNOR, 87	ROBERT STENSON, 86
RALPH JEFFERSON, 86	JAMES PRINCE, 86
WILLIAM SHEEHAN, 85	

## SECOND YEAR HIGH—DIVISION C

*The Chicago Council, K. C. Medal of Excellence* . . JOHN SHUFELDT, 97.3

## First Honors

JOSEPH WCISLO, 97.2	WILLIAM MCKENNY, 95
GEORGE HOOGLAND, 96	EDWARD SULASKI, 95
RALPH AMBROSE, 96	EDWARD SHANNON, 90
WALTER MAJEROWSKI, 90	

## Second Honors

ALBERT HOCK, 88	FRANK MCKENICHOLS, 85
WILLIAM McDERMOTT, 86	FREDERICK PRENDERGAST, 85
EDWARD SHERIDAN, 85	

## SECOND YEAR HIGH—DIVISION D

*The Ralph C. Sullivan, M. D. Medal of Excellence*..JAMES BYRNES, 93

## First Honors

WILLIAM IVES, 92.7	TIMOTHY SULLIVAN, 92
BENNIE MCCANNA, 91	

## Second Honors

GEORGE BENSON, 89	JAMES JENNINGS, 85
ALPHONSUS SHEA, 87	LAWRENCE BARRETT, 85

## FIRST YEAR HIGH—DIVISION A

*Medal of Excellence*.....RAYMOND JEZISIK, 97

## First Honors

WALTER WEST, 96.5	JOSEPH BILSTEIN, 96
JOSEPH KILLION, 93	

## Second Honors

GERHARDT KOELBEL, 89	HAROLD ROGAN, 86
WALTER FINNAMORE, 88	TIMOTHY O'CONNOR, 85
WILLIAM RYAN, 87	SIDNEY WOOD, 85

## FIRST YEAR HIGH—DIVISION B

*The Chicago Council, K. C. Medal of Excellence*..LAWRENCE BRADY, 99

## First Honors

WILLIAM LARKIN, 98.5	THOMAS HAYES, 92
JOHN BLAKE, 98	JAMES COSTELLO, 91
JOHN MCCARTHY, 96	EDMUND SULLIVAN, 90
FRANCIS GUIDO, 96	HENRY BREEN, 90

## Second Honors

EDWARD SARZKOWSKI, 87	LAWRENCE CONDON, 86
JOHN MANDERSCHIED, 87	WILLIAM RYAN, 85
THOMAS MCKENNA, 85	

## FIRST YEAR HIGH—DIVISION C

*Medal of Excellence*.....PETER DUERINCK, 98

## First Honors

WALTER O'BRIEN, 96	JOSEPH McDERMID, 94
BERNARD SULLIVAN, 95	MARSHALL WHEELER, 94
THOMAS SULLIVAN, 93	

## Second Honors

GEORGE ROUBIK, 89	JOHN BURNS, 88
LUKE CLASBY, 88	WALTER FLEMING, 87
JUSTIN RYAN, 87	

## FIRST YEAR HIGH—DIVISION D

*The Joseph F. Biggio Medal of Excellence*.....JOSEPH LUCAS, 97

## First Honors

ROBERT CAVERLEE, 96	RAYMOND WETZEL, 91
HENRY HRODY, 96	VINCENT HENRI, 90
WILLIAM FAVEL, 94	FERGUS O'RYAN, 90
FRANCIS McTIGUE, 91	PHILIP RYAN, 90
GEORGE WADDELL, 90	

## Second Honors

PERCY KANE, 87	WILLIAM CASSIDY, 86
RALPH LODGE, 87	JOHN CROWE, 86
GEORGE BARDON, 86	FRANCIS CULLITON, 86
NORMAN SCHMIDT, 86	

## FIRST YEAR HIGH—DIVISION E

*Medal of Excellence*.....JAMES FARRELL, 97

## First Honors

GEORGE NEWHART, 95	JOSEPH CULLEN, 93
RAYMOND DE ST. AUBIN, 94	JOHN KEHOE, 91

## Second Honors

RALPH SENN, 88	JOSEPH BURKE, 85
HENRY HAYES, 87	JULES RIVARD, 85



*Register of Students*

## FOURTH YEAR

ANDRYSKE, PAUL C.	HOLTON, C. EDWARD
ANDRZEJEWSKI, FLAVIAN L.	HORNER, EDMUND D.
ASHLEY, EARL C.	HOVORKA, WILLIAM T.
BAILEY, FRANCIS M.	JOSLER, EDMUND B.
BAKER, EUGENE L.	KEARNEY, WILLIAM J.
BLOUIN, HENRY A.	KEENAN, ROBERT C.
BROGNI, JOHN F.	KLAVIKOWSKI, ANTHONY J.
BRONSKY, ANTHONY J.	KRUSE, FRANCIS R.
BURKE, FRANCIS J.	LEYDEN, CHARLES J.
BURKE, PHILIP D.	LOFTUS, CYRIL D.
CALLAHAN, GEORGE M.	LYONS, BARTHOLEMEW J.
CANARY, ALEXANDER J.	MCCONNELL, JAMES B.
CAREY, WILLIAM L.	MCCORMAC, JOSEPH H.
CAVANAUGH, W. PAUL	McLAUGHLIN, GERALD R.
CULHANE, PAUL T.	McNALLY, JOHN J.
CUNNINGHAM, BERNARD J.	McNULTY, JOHN P.
CUNNINGHAM, MICHAEL J.	MAHON, THOMAS
CURRAN, JAMES V.	MALECKI, JOHN D.
DALTON, JAMES J.	MALONE, WILFRID A.
DE MARS, ALPHONSUS I.	MOYNIHAN, DANIEL A.
DOCKENDORF, MATTHEW J.	NEWMAN, JOHN H.
DORETTI, PETER J.	O'BRIEN, JAMES R.
DOYLE, HARRY M.	O'BRIEN, JOSEPH A.
DRISCOLL, STEPHEN B.	O'CONNOR, WILLIAM J.
EGAN, JOSEPH M.	QUINN, FRANCIS J.
FIEDLER, RAYMOND F.	QUINN, PETER M.
GIBBONS, RICHARD T.	REIS, HENRY D.
GILL, CHARLES F.	ROUBIK, CHARLES J.
GOLDTHWAITE, FRANCIS C.	RUSSELL, JAMES V.
GRADY, JOSEPH I.	RYAN, EDWARD A.
HAGERTY, WILLIAM J.	RYAN, JOHN A.
HARKS, EUGENE B.	RYAN, JOHN P.
HARTIGAN, RAYMOND J.	RYAN, MICHAEL J.
HAYES, FRANCIS W.	RYAN, RAYMOND P.
HIGGINS, JAMES D.	SARACCO, WILLIAM J.

SCHAF, FRANCIS J.  
 SCHAGER, ANTON J.  
 SCHUMAN, JOHN J.  
 SLAD, GEORGE L.  
 SLIWINSKI, ALOYSIUS  
 SMITH, MATTHEW T.

TIERNEY, CYRIL W.  
 TOURVILLE, EDWARD A.  
 TROY, BASIL C.  
 WHEELER, THOMAS A.  
 ZAMIARA, ALOYSIUS\*

### THIRD YEAR

AMBROSE, EDWARD N.  
 ANTONAITIS, JUSTIN J.  
 BALEK, STEPHEN A.  
 BREEN, JOSEPH B.  
 BRENNAN, HENRY D.  
 BROCCOLO, PAUL  
 BRUEN, CHARLES A.  
 BULGER, JOHN P.  
 BURKE, CORNELIUS P.  
 BYRNE, FRANCIS J.  
 CAUGHLIN, JAMES E.  
 CIHAK, LADISLAUS T.  
 CONDON, EDWARD F.  
 CONNORS, WILLIAM J.  
 COX, JOHN M.  
 CROWLEY, WILBERT F.  
 CUNNINGHAM, THOMAS J.  
 DEVERY, JOHN J.  
 DILLON, JOHN J.  
 DOHERTY, JAMES J.  
 DUFFY, JAMES J.  
 DUNPHY, THOMAS J.  
 EARNEST, NAPOLEON A.  
 EGAN, BERNARD P.  
 EGAN, JOHN F.  
 FAULKNER, ALFRED W.  
 FERRING, ALOYSIUS H.  
 FIEDLER, ALOYSIUS J.  
 FINN, FRANCIS J.  
 FITZGERALD, EDWARD P.  
 FITZGERALD, WILLIAM C.

FLEMING, JOHN J.  
 FLYNN, DONALD M.  
 FOLEY, JOHN J.  
 FOLEY, JOSEPH A.  
 FOLEY, ROBERT M.  
 FORNEK, FRANCIS  
 GAINLEY, HAROLD J.  
 GALLAGHER, AUSTIN J.  
 GEBHARDT, CHARLES R.  
 GILMORE, EDWARD S.  
 GRADY, CHARLES W.  
 GRANT, RICHARD J.  
 GRIFFIN, DOMINIC P.  
 GUNLOCK, FRANCIS D.  
 HAGERTY, WILLIAM M.  
 HARRINGTON, EMMETT I.  
 HATTON, ROBERT J.  
 HORAN, CHARLES G.  
 HUBBS, J. LESTER  
 JOHNSTON, JOSEPH M.  
 KEEFE, JOHN T.  
 KELLY, HENRY J.  
 KELLY, LANGON A.  
 KENNY, LESTER J.  
 KERRIGAN, J. FERGUS  
 KLYTTA, ROMAN K.  
 KRUPKA, GEORGE F.  
 LISBOA, RICHARD H.  
 LOCKIE, DAVID F.  
 MCARDLE, JOHN P.  
 MCARDLE, ROBERT P.

---

\*Died May 10, 1916.

MCGONIGLE, FRANCIS J.  
 MAHONEY, JOHN W.  
 MARKIEWICZ, STANLEY S.  
 MELADY, GERALD L.  
 MIES, EDWARD J.  
 MILLER, JOSEPH A.  
 MOLLOY, JOHN J.  
 MONGOVEN, FRANCIS J.  
 MULHERN, MICHAEL P.  
 O'BRIEN, ROBERT T.  
 O'CONNELL, ELMER J.  
 O'DAY, WILLIAM M.  
 O'HARE, DENNIS A.  
 OSTROWICKI, ANTHONY P.  
 QUAGLIA, PASQUALE  
 QUINN, FRANCIS J.  
 RYAN, AMBROSE T.  
 RYAN, FRANCIS J.  
 RYAN, GREGORY A.

SHERIDAN, VINCENT J.  
 SIMUNICH, BERNARD A.  
 SIVORE, VICTOR J.  
 SOMERVILLE, WILLIAM R.  
 STAHL, ERNEST P.  
 SWEENEY, PATRICK F.  
 SWEENEY, WALTER J.  
 SZWABA, FRANCIS J.  
 TADEJA, VINCENT A.\*  
 TAGLIA, JOSEPH  
 TAYLOR, JAMES J.  
 TEPLY, JOSEPH M.  
 THORNTON, EDWARD J.  
 TRAINOR, EDWARD V.  
 TULLY, WILLIAM A.  
 WALSH, MAURICE G.  
 WALSH, MICHAEL H.  
 WATHIER, ROY A.  
 ZVETINA, JOHN A.

## SECOND YEAR

ALLAIN, FREDERIC J.  
 AMBROSE, RALPH F.  
 BARRETT, LAWRENCE J.  
 BARRON, JOSEPH  
 BASKERVILLE, JOHN F.  
 BENSON, GEORGE J.  
 BOLGER, WILLIAM H.  
 BROOKS, FRANCIS X.  
 BUCKLEY, EDWARD T.  
 BYRNE, BERNARD J.  
 BYRNES, JAMES F.  
 CARROLL, GEORGE M.  
 CARROLL, PAUL F.  
 COLLINS, THOMAS P.  
 COLLINS, WILLIAM J.  
 CONDON, EARL E.  
 CONLEY, MARTIN F.  
 COUGHLIN, EDWARD B.  
 CREIGHTON, MATTHEW E.

CROTTY, JOSEPH M.  
 CURTIN, J. DORIAN  
 DALKA, ROMAN C.  
 DALY, JOHN F.  
 DALY, ROBERT A.  
 DANIEL, JOHN B.  
 DARGAN, PAUL E.  
 DEEGAN, ALEXANDER E.  
 DILLON, THOMAS A.  
 DOSTAL, FRANCIS A.  
 DOWD, THOMAS L.  
 DUNPHY, THOMAS J.  
 EARLY, JAMES P.  
 ECKMANN, J. FLOYD  
 ENGLISH, JOHN B.  
 ERICKSON, RUSSELL J.  
 FALLON, EDWARD F.  
 FARRELL, JOSEPH F.  
 FEY, EDGAR J.

---

\*Died Feb. 25, 1916.

FITZGERALD, JOSEPH P.	M McNALLY, THOMAS J.
FOLEY, DONALD J.	M McNICHOLS, FRANCIS J.
GALEZEWSKI, ALEXIS L.	MAGEE, J. VINCENT
GALLERY, DANIEL V.	MAJEROWSKI, WALTER
GANNON, EDWARD G.	MAJOR, JOSEPH
GIBLIN, JOSEPH M.	MALONE, EDWARD J.
GLADSTONE, BERNARD A.	MALONEY, JOHN A.
GROVES, HOWARD B.	MARTIN, HENRY R.
GUBBINS, JOHN F.	MARTIN, MICHAEL A.
HANSON, ANTHONY J.	MEAGHER, JAMES A.
HARRINGTON, FRANCIS E.	MEEHAN, HARRY J.
HARTIGAN, DAVID L.	MEHREN, CLARENCE W.
HAYES, GEORGE W.	MOLL, CHARLES G.
HEALION, LEO M.	O'BRIEN, DANIEL J.
HOCK, ALBERT S.	O'CONNELL, JAMES F.
HOFFMANN, WILLIAM C.	O'CONNELL, STEPHEN R.
HOOGLAND, GEORGE B.	O'DONNELL, JAMES S.
HORAN, ROBERT E.	O'DONNELL, JOHN S.
HORRIGAN, JAMES B.	O'MALLEY, JOSEPH F.
IVES, WILLIAM A.	O'SHEA, JOHN I.
JAVOISH, ALEXANDER J.	OPELKA, EDWARD J.
JEFFERSON, RALPH	PRENDERGAST, FREDERICK
JENNINGS, JAMES A.	PRINCE, JAMES I.
KEALY, J. ARTHUR	PRYOR, WILLIAM E.
KELLY, RAYMOND F.	QUAID, ROBERT E.
KENNY, ROBERT E.	QUINN, JOSEPH A.
KING, EDWARD T.	RAUWOLF, ANTHONY B.
KISSANE, RICHARD J.	REGAN, JOHN P.
KOPICKI, BERNARD C.	RING, SYLVESTER E.
KOPICKI, THOMAS S.	ROGAN, FRANCIS M.
KUCERA, JACOB J.	RUSSELL, JAMES E.
KULINSKI, JOSEPH S.	RUSSELL, PHILIP B.
LANE, JOSEPH A.	RYAN, JOHN J.
LEDECKY, L. THOMAS	RYAN, W. EMMET
LO CELSO, SALVATORE A.	RYLANDS, EDWARD P.
LODGE, ELMER F.	SCANLAN, GERALD J.
LUCKEN, J. CLEMENT	SCANLON, THOMAS J.
LYNDON, JOHN J.	SCHAEFER, CHARLES P.
McALLISTER, JOSEPH F.	SCHIMA, FRANK J.
McCANNA, BENJAMIN T.	SHANNON, EDWARD J.
McCARVILLE, JOHN E.	SHAY, RICHARD F.
McDERMOTT, WILLIAM M.	SHEA, ALPHONSE A.
McGUIRE, JOHN F.	SHEAHAN, WILLIAM F.
McGUIRE, JOSEPH F.	SHERIDAN, EDWARD F.
McKENNY, WILLIAM J.	SHUFELDT, JOHN J.

SILK, JOSEPH H.  
SIVORE, HAROLD G.  
STENSON, ROBERT J.  
STOECKEL, WILLIAM E.  
STUSSI, EUGENE M.  
SULASKI, EDWARD C.  
SULLIVAN, J. MORTIMER  
SULLIVAN, TIMOTHY J.  
TADDA, FRANCIS J.  
TALBOT, WILLIAM J.

THOMAS, JOSEPH E.  
TOUHY, JAMES J.  
TRAYNOR, MORRIS C.  
WAGSTAFF, NICHOLAS A.  
WAIBEL, EMIL C.  
WARNEKE, FREDERICK E.  
WCISLO, JOSEPH S.  
WOLFE, RICHARD E.  
WRUBLIK, VINCENT J.

# FIRST YEAR

AITCHISON, DONALD F.  
ALLIE, THOMAS E.  
ARENS, CARL J.  
AVELLONE, DANIEL G.  
BAFFETTI, LOUIS A.  
BALDWIN JOHN T.  
BARCAL, JOHN M.  
BARDON, GEORGE M.  
BARRETT, THOMAS P.  
BARTH, JAMES R.  
BENSON, JAMES L.  
BILSTEIN, JOSEPH C.  
BITSKY, ARTHUR C.  
BLAKE, JOHN A.  
BOLTON, WILLIAM J.  
BRADY, LAWRENCE J.  
BRANSFIELD, ARTHUR T.  
BREEN, FRANCIS J.  
BREEN, HENRY D.  
BREEN, PAUL P.  
BRENNAN, M. DONALD  
BRUNDAGE, LAWRENCE S.  
BRYERTON, CHARLES F.  
BURKE, JOSEPH P.  
BURNS, JOSEPH L.  
BURNS, JOHN P.  
BYRNES, WALTER E.  
CALLAGHAN, JOHN F.  
CAMPBELL, EDMUND P.  
CAREY, RICHARD P.

CASSIDY, WILLIAM J.  
CAVERLEE, ROBERT J.  
CAWLEY, GERALD T.  
CLASBY, LUKE L.  
COENS, BERTRAND T.  
COLLIGAN, CORNELIUS T.  
CONDON, LAWRENCE J.  
CONROY, THEODORE J.  
CORCORAN, HAROLD J.  
COSTELLO, JAMES P.  
CREIGHTON, JOHN A.  
CRONIN, JOHN E.  
CROWE, JOHN V.  
CULLEN, JOSEPH M.  
CULLITON, FRANCIS J.  
CUSACK, THOMAS J.  
DALY, WILLIAM J.  
DAY, L. DUDLEY  
DILLON, WALTER J.  
DINEEN, JOHN P.  
DONOVAN, TIMOTHY J.  
DOYLE, GEORGE F.  
DUERINCK, PETER J.  
DUNNE, JOHN H.  
DYCHOWICZ, FRANCIS  
FAHEY, WILLIAM E.  
FARRELL, JAMES T.  
FAVEL, WILLIAM E.  
FENELON, WILLIAM J.  
FINNAMORE, WALTER F.

FITZPATRICK, LAWRENCE W.	KEATING, FRANCIS B.
FLAVIN, JOHN J.	KEHOE, JOHN P.
FLEMING, WALTER F.	KELLY, CHARLES J.
FLYNN, HOWARD W.	KELLY, EUGENE T.
FLYNN, WILLIAM P.	KELLY, GEORGE F.
FOGARTY, JOHN J.	KELLY, JAMES W.
FOLEY, WILBERT M.	KENDZIORA, FRANCIS L.
FORD, JOHN F.	KILLION, JOHN J.
FORD, JOHN H.	KOELBEL, GERHARDT J.
FURLONG, MARVIN W.	LACHOWICZ, ZYGMUNT
GALARNEAU, JOSEPH L.	LARKIN, JAMES J.
GALLIVAN, WALTER T.	LARKIN, WILLIAM J.
GARCIA, ANTHONY I.	LAVIN, RAYMOND I.
GASUNAS, PETER	LEMM, WILLIAM R.
GLEASON, HARRY L.	LODGE, RALPH E.
GOODWILLIE, EARL L.	LUCAS, JOSEPH F.
GRIFFIN, JOHN J.	MCCANN, BERNARD D.
GRIFFIN, RICHARD A.	MCCARTE, ALLAN B.
GROGAN, WILLIAM J.	MCCARTY, JOHN H.
GUBBINS, JOSEPH J.	MCCORMACK, JAMES M.
GUIDO, FRANCIS R.	MCDADE, WILBER H.
HAGEDORN, HENRY P.	MCDERMID, JOSEPH A.
HALEY, RICHARD A.	MCDONOUGH, MAURICE A.
HANLEY, CHARLES J.	MCGRAW, JAMES J.
HARRINGTON, WALTER T.	MCGUIRE, FRANK H.
HARGARTEN, ARTHUR J.	McKENNA, THOMAS J.
HARGARTEN, HAROLD M.	McKENNY, FRANCIS J.
HAYES, HENRY L.	MCLAUGHLIN, FRANCIS B.
HAYES, THOMAS E.	MCLAUGHLIN, FRANCIS J.
HEALY, PATRICK J.	MCNALLY, MARTIN
HEFFERNAN, JOHN J.	McNICHOLAS, WALTER J.
HEINLEIN, JOHN L.	MCTIGUE, FRANCIS M.
HENNELLY, WILLIAM J.	MAJOR, BERNARD D.
HENRI, VINCENT I.	MALLOY, JOHN C.
HIGGINS, JOHN B.	MALONE, AUSTIN G.
HOULIHAN, THOMAS J.	MALONEY, THOMAS M.
HOYLE, EDWARD W.	MANDERSCHIED, JOHN J.
HRODEY, HENRY J.	MARHOEFER, EDWIN L.
HUGHES, JOHN L.	MARTIN, PETER J.
HULLINGER, WALKER H.	MASTALERZ, LUKE V.
JEZISIK, RAYMOND H.	MIELCAREK, LEO
KALLAL, JOSEPH A.	MILLER, ARTHUR J.
KANE, PERCY J.	MILLER, WILLIAM M.
KAUER, JOSEPH J.	MINIAT, EDMUND M.
KEATE, SIDNEY F.	MITCHELL, ERNEST J.



MALONEY, THOMAS M.  
MORONEY, EMMETT R.  
MORRISSEY, JOHN J.  
MUGAN, LEONARD P.  
MURPHY, JAMES L.  
MURPHY, JAMES T.  
NASH, RICHARD J.  
NAUSIEDA, BENEDICT P.  
NEWHART, GEORGE D.  
NOSEK, FRANCIS G.  
NULTY, PHILIP E.  
O'BRIEN, WALTER G.  
O'BRIEN, WILLIAM P.  
O'CONNELL, JAMES J.  
O'CONNOR, GILBERT P.  
O'CONNOR, TIMOTHY J.  
O'DONNELL, EDWARD S.  
O'GRADY, GEORGE  
O'GRADY, JOHN J.  
O'HARA, THOMAS E.  
O'LEARY, RAYMOND F.  
O'MALLEY, M. JOHN  
O'NEIL, HENRY  
O'RYAN, J. FERGUS  
PADAROVIA, GERARD  
PELLETTIERE, EDMUND V.  
PIGOTT, GEORGE R.  
PURCELL, JOHN P.  
REILLY, ARNOLD D.  
REILLY, CHARLES J.  
RICE, KIERAN A.  
RILEY, JOHN F.  
RIORDAN, JOSEPH T.  
RIVARD, JULES X.  
RODGERS, JOHN A.  
ROGAN, HAROLD J.  
ROPER, FORD N.  
ROUBIK, GEORGE A.  
ROUBIK, LEONARD F.  
ROZPŁOCHOWSKI, JOHN S.

RYAN, ARTHUR P.  
RYAN, EDWARD T.  
RYAN, JUSTIN J.  
RYAN, PHILIP R.  
RYAN, WILLIAM A.  
RYAN, WILLIAM P.  
ST. AUBIN, RAYMOND DE  
SALMON, FRANCIS L.  
SALMON, JAMES P.  
SCHERER, JOSEPH L.  
SCHIMA, EDWARD J.  
SCHMITT, NORMAN J.  
SENN, RALPH W.  
SHANAHAN, JOHN J.  
SHEAN, JOSEPH L.  
SMALL, THOMAS B.  
SOPHIE, HENRY A.  
SULLIVAN, BERNARD H.  
SULLIVAN, EDMUND J.  
SULLIVAN, EUGENE W.  
SULLIVAN, THOMAS J.  
SUTHERLAND, JOHN C.  
SWEITZER, IRVING A.  
SWEITZER, LEON I.  
SZARKOWSKI, EDWARD J.  
THERIAULT, J. RENE  
THOMPSON, FRANCIS J.  
TYRAKOWSKI, ALEXIS C.  
VISCONT, JOHN J.  
VISKOCIL, WENCESLAUS F.  
WADDELL, GEORGE P.  
WALSH, WILLIAM F.  
WENZER, JOHN J.  
WEST, WALTER  
WETZEL, RAYMOND L.  
WHEELER, MARSHALL I.  
WOOD, SIDNEY V.  
WOZNY, JOHN P.  
YOUNG, LAMBERT H.



# LOYOLA UNIVERSITY

CHICAGO

1500 Students

. . .

130 Instructors

JOHN B. FURAY, S.J., President

---

## COLLEGES OF ARTS AND SCIENCE

SAINT IGNATIUS COLLEGE, 1076 West Twelfth St., George J. Leahey, S.J., Vice-President.	LOYOLA COLLEGE, Loyola Ave., and Sheridan Road, Simon J. Nicolas, S.J., Head-Master.
---	---

## PROFESSIONAL SCHOOLS

SCHOOL OF LAW, 617 Ash- land Block. Arnold D. McMahon, A.M., LL.B., Dean.	SCHOOL OF MEDICINE, 1358 West Fulton Street. Alfred de Roulet, M.S., M.D., Secretary.
SCHOOL OF SOCIOLOGY, 155 North Clark Street. James Fitzgerald, A.M., Secretary.	SCHOOL OF ENGINEERING, Loyola Avenue and Sheri- dan Road. William H. Cahill, M.A., M.Sc. Dean.

SCHOOL OF PHARMACY.

---

In addressing inquiries please use full name and address  
of department in which you are interested.





**1916—1917**

**Entrance Examinations, August 25, 26.**

**Registration Days, September 1, 2.**

**Term Begins**

**Tuesday, September 5.**



95cZsa  
9/8/19

LIBRARY OF SAINTS LIBRARY

# LOYOLA UNIVERSITY

ST. IGNATIUS ACADEMY

CHICAGO, ILLINOIS



Supplement to General Catalogue



*Loyola University - St. Ignatius Academy,  
Chicago, Ill.*

CATALOGUE  
OF  
ST. IGNATIUS ACADEMY

---

Address: The Principal

St. Ignatius Academy, Pilsen Station, Chicago, Illinois

1076 West Twelfth Street

Telephone: Monroe 1391

---

1919

LOYOLA UNIVERSITY PRESS  
CHICAGO

## BOARD OF MANAGERS

---

REV. JOHN B. FURAY, S. J.  
President

REV. JOSEPH G. KENNEDY, S. J.  
Vice-President

REV. GEORGE P. SHANLEY, S. J.  
Chancellor and Secretary

REV. ALBERT F. ESTERMAN, S. J.  
Treasurer

REV. PATRICK A. MULLENS, S. J.

## FACULTY

---

REV. JOHN B. FURAY, S. J.  
PRESIDENT  
REV. GEORGE P. SHANLEY, S. J.  
PRINCIPAL  
REV. ROLAND J. KENNY, S. J.\*  
ASSISTANT PRINCIPAL  
REV. THOMAS A. EGAN, S. J.  
ASSISTANT PRINCIPAL

### FOURTH YEAR

REV. SAMUEL K. WILSON, S. J.  
MR. JOHN F. QUINN, S. J.

### THIRD YEAR

REV. ALOYSIUS J. McCORMICK, S. J.†  
REV. FRANCIS X. SENN, S. J.  
REV. WILLIAM J. TALBOT, S. J.  
MR. LEONARD H. OTTING, S. J.

### SECOND YEAR

REV. WILLIAM H. TRENTMANN, S. J.  
REV. JOSEPH C. FLYNN, S. J.  
REV. WILLIAM F. DOWNING, S. J.  
MR. THOMAS S. BOWDERN, S. J.

### FIRST YEAR

REV. JAMES E. CONAHAN, S. J.  
REV. FRANCIS X. BREEN, S. J.  
REV. F. GEORGE DINNEEN, S. J.  
REV. VALENTINE HORMES, S. J.  
MR. LEON A. FOSTER, S. J.

---

\*Resigned January 6, 1919

†Died February 4, 1919

## SAINT IGNATIUS ACADEMY

MR. WILLIAM J. MCGUCKEN, S. J.  
ALGEBRA

REV. DAVID F. HICKEY, S. J.  
CHEMISTRY

MR. JAMES F. WALSH, A. B.  
DRAWING, ELOCUTION

MR. LEO W. KEELER, S. J.  
FRENCH

REV. ROLAND J. KENNY, S. J.

MR. JAMES MAHER, A. B.  
GEOMETRY

MR. IGNATIUS WALSH, A. B.  
HISTORY

MAJOR FRANK B. MCKENNA, U. S. A.  
MILITARY SCIENCE AND TACTICS

REV. PHILIP W. FROEBES, S. J.  
PHYSIOLOGY

REV. JOHN B. ESMAKER, S. J.  
PHYSICS

MR. JOSEPH FOULQUIER, S. J.  
SPANISH

MR. THOMAS S. BOWDERN, S. J.  
LIBRARIAN

EDWARD J. KIEFFER, M. D.  
ATTENDING PHYSICIAN



## HISTORICAL SKETCH

---

The first Jesuit, whose name is identified with religious work in the organized diocese of Chicago is the Rt. Rev. James Oliver Van de Velde, second bishop of Chicago. Born in Mechlin, Belgium, he came to the New World to consecrate his life to missionary work there. February 11th, 1849, he was consecrated Bishop in the University church of St. Louis and came at once to rule the young diocese of Chicago, left vacant by the death of Bishop Quarter. Missionary Fathers of the Society of Jesus visited the city during the following years. In the year of 1855, Rev. Arnold Damen, then in the prime of life and the fullness of his power, appeared in the pulpit of old St. Mary's on the corner of Wabash Avenue and Madison Street. So great was the fruit of this mission and so great too the need of priests in the growing diocese that the Bishop of Chicago, the Rt. Rev. Anthony O'Reagan sent an earnest petition to the Superior of the Society of Jesus to found a house of the Order in his diocese.

The request met with a favorable reception in St. Louis. The spiritual needs of the community as well as the prospects of a large Catholic population in the near future, particularly appealed to superiors. Accordingly Father Arnold Damen and Father Charles Truyens were ordered to Chicago. They arrived here on the 4th of May, 1857 and presented themselves to the Rt. Rev. Bishop, who received them with gratitude and fatherly kindness.

Bishop O'Reagan immediately exerted himself to provide the new fathers with a suitable parish. He first offered to turn over to them the Holy Name Church with the understanding that the University of St. Mary of the Lake should pass under the control of their order as soon as the necessary faculty could be provided. This offer was a generous one, but Fr. Damen, in whom zeal and piety were singularly united

with prudence and a far seeing business capacity, after careful investigation, declined. To begin with a church already built and a congregation already established, did not appeal to the missionary spirit of the zealous priest. He wished, as he expressed it, "to begin at the bottom," to select a site to build his own church and to gather around him a congregation of his own choosing.

A site on the North Side and another in the vicinity of Union Park were for some time under advisement, but these neighborhoods even then seemed likely to attract the wealthy and crowd out the workingman. It was to the poor that Father Damen, like his Divine Master, wished the Gospel to be preached. Finally toward the end of May the present location in the western part of the city was purchased for the sum of \$17,900, and Father Damen began at once to arrange for a church. When the fact of the purchase became known it met with universal astonishment and disapprobation. The land was at least a mile distant from the houses which made up the city; there were few homes and fewer Catholic families in the neighborhood and of course, there were none of the modern means of transportation which could induce those who labored in the city to make their homes in the suburbs. That so many excellent locations should be passed over in favor of the one which seemed so poor, was considered by many as a disastrous beginning for the Jesuits of Chicago.

At the cost of \$1,600 a small wooden church was erected on May and Eleventh Streets, under the title of the Holy Family. A city seemed to spring up from the prairie around the Church of the Holy Family, and two months later at the end of August, the structure was found too small and a temporary addition was made.

For thirteen years Father Damen and his associates labored in the building up of a whole circuit of efficient primary schools, until he saw in them material for a college, waiting, as ripened grain, to be gathered in by him. He saw that a Catholic institution of higher education was imperatively needed in this great Western Metropolis, and in 1869 he began

to erect a college building on the ground lying to the East of the Church on a lot formerly occupied by a Lutheran church. The building was not wholly complete when, on September 5th, 1870, St. Ignatius College opened its doors for the first time. Only thirty students applied for admission. By the end of the first year the roll numbered ninety-nine. At the closing exercises of the first year no degrees were conferred. Declamations, songs, a humorous sketch and a debate gave the students ample opportunity to display what progress had been made during the year. One new class, First Humanities, was added the second year. It was the intention to add one new class every year. Before the end of the second year one hundred and forty-three students were in attendance; and from that day to the present time the college has steadily grown in size, reputation and the extent of its influence. During this term the great fire broke out just east of the college, but left the college buildings untouched. Classes were suspended during two weeks, while the buildings were used as relief stations for the distribution of provisions and clothing, for lodging homeless orphans. The closing exercises of the second year brought encomiums from the entire press of the city. But Father Damen's power as a preacher gave rise to insistent demands that he devote his time to giving missions in different parts of the country and it was deemed advisable to relieve him of the confining office of president.

Fr. Coosemans, the second president was a man whose prudence, business ability and gentle firmness in dealing with others had marked him for a position of command. He had filled the offices of President of Bardstown College and St. Louis University and had governed the Missouri Province of his order for nine years. He served but two years as head of St. Ignatius for in 1874, while preaching, he was suddenly seized with apoplexy and fell helpless to the floor.

It was during Father Coosemans administration that the Museum of Natural History, one of the greatest glories of St. Ignatius College, began to give promise of what it was afterwards to attain. This Museum contains one of the

largest private collections of zoological, botanical and mineralogical collections in the country. The Museum is a monument of the persevering labor of Father Shulak. The bishop of Chicago, Rt. Rev. Thos. Foley, having lost both his cathedral and his residence in the fire, accepted the hospitality of the Jesuits and remained with them for six months. Upon his departure he left a donation of one thousand dollars to be applied to the Museum. During this year the Students' Sodality, a potent influence for good, was formed. At the closing exercises on June 25, 1873, Mr. Philip J. Reilly received the degree of Master of Arts, the first degree conferred by the college.

From 1874 to 1877 Rev. John De Blicek was President. In 1876 the Chrysostomian Debating Society was formed and at the end of the year the first degrees in course were merited by seven members of the graduating class.

In 1877, Father Miles succeeded to the President's chair and during his administration much constructive work was done for studies: the course was lengthened to seven years, a scientific course, leading to the B. S. degree was introduced, a literary society, a choral club and a scientific academy were organized.

The years of Father Thomas O'Neil's term as President, from 1880 to 1884, constituted a period of quiet and steady growth. The appreciation of the public was manifested on many occasions. At one of the annual Commencement Exercises one archbishop, two bishops, thirty-seven members of the clergy and the Mayor of the city were present on the stage. On another the members of the city council promised to attend in a body.

Father Zealand was the sixth president. Marked attention was paid to science and a scientific circle was formed. In 1877 the registration passed the three hundred mark.

Upon assuming the presidency in 1887, Father Edward A. Higgins found a faculty of nineteen active and capable professors. A marked devotion to study, manifested in numerous public entertainments, characterized the period of his

administration. In response to the urgent requests of many Catholics in that part of the city, in 1888 the North Side Collegiate School was opened on LaSalle Street near North Avenue, as a branch of the College. The new school was moderately successful from the start, but its career was destined to be brief. The pupils numbered 36 at the start and when it was abandoned at the end of the second year there were 60 in attendance.

Under Father Higgins two new student organizations were founded, the Dramatic Club and the Athletic Association. Since that time gymnastic entertainments have been given almost yearly. Another improvement begun was the Students' Library Association. Both the Students' Sodality and the Acolythical Society had small libraries; these were combined into one, and students were made responsible for the care and distribution of the books. The students' library has prospered until it now numbers over eight thousand volumes, especially selected with a view to providing collateral reading for the work done in class. The Students may also consult the University library which contains about seventy thousand bound volumes. In 1888 appeared the first publication edited by the students, an eight-page paper called "Easter Chimes," the forerunner of the college magazine, which was to follow soon after.

In 1891 Father Thomas Fitzgerald assumed the office of President. Before the end of his term, three years later, the enrollment had reached four hundred and ninety six. The students continued to display an intense and practical interest in their work. Twenty-four public entertainments were given during these three years, and it is no unusual thing to read that "too many tickets were printed; many had to stand." One entertainment in particular is worthy of mention. On October 19, 1893, a celebration was held to commemorate Columbus Day, at which His Eminence, Cardinal Gibbons and the Papal Legate, Mgr. Satolli were present. During this year the first perpetual scholarship was founded by Miss Eliza McConville. A scientific academy and a Camera Club



were started in 1892 and all the photographs of the college, the museum, the gymnasium, the chapel, the library and the reading room, which we find in the catalogs of this period were the work of the members of this club.

In September, 1894, Father Fitzgerald was called, as were several of his predecessors, to the office of Provincial of the Missouri Province of Jesuits. His successor in the presidency was not appointed until December, when Father James Hoeffler was installed with fitting ceremonies. Father Hoeffler, who died in the Fall of 1913, is still remembered and venerated by a host of friends. His tolerant and sympathetic disposition endeared him to all. The first event of importance under his administration was the formation of the Alumni Association. The approaching silver jubilee of the college, which attracted to their Alma Mater the attention of all the former students, was rightly considered a favorable time to gather the alumni together in some permanent association. This was accomplished on February 10th, 1895.

The Silver Jubilee was celebrated with elaborate ceremonies in June, 1895. On June 23rd, there was a solemn Mass of thanksgiving in the presence of Rt. Rev. Edward Joseph Dunne, D. D. The following evening the Commencement exercises were held at the Auditorium. The speakers were Rev. John W. Melody, Hon. Richard J. Prendergast, Hon. Wm. J. Onahan, and His Grace, Most Rev. Patrick A. Feehan. On June 25 the alumni gathered in the college hall with intent, as the program tells us, to

Mingle with the friendly bowl

The feast of reason and the flow of soul.

The Silver Jubilee is commemorated by a lapidary tablet in the vestibule of the college. There is also among the archives of the college a letter from Pope Leo XIII conveying the Apostolic Blessing to the faculty, alumni and students. And certainly His Holiness must have looked with approbation upon the noble work accomplished, and accomplished for the glory of God and the welfare of the Church. At the time there were in attendance four hundred and ninety-four stu-



dents, who were receiving not only a thorough training in the classics and the sciences, but above all in their holy religion; young men who, if sound training and the possession of sound principles of conduct count for anything, could be expected to become worthy citizens of the republic and faithful sons of the Church. Fifty-nine former students had completed their theological studies and were engaged in the work of the sacred ministry. Almost fifteen hundred students matriculated at the college and came under an influence that could not fail to leave a stamp upon their characters and their lives. Of these sixty nine had completed the entire course and received their degrees.

The event of 1895 was the completion of the new college building. It is 128 feet long and 66 feet wide and is virtually fireproof. It is situated northwest of the original building and contains eighteen class rooms with a total seating capacity of over 500. The fourth floor is reserved for the physical and chemical laboratories, while in the basement are found the playroom and gymnasium. This structure is entirely modern throughout. The classrooms are admirably lighted and ventilated. The stairways are of iron and the exits so well arranged that when the signal is given for fire drill the entire building is emptied in less than ninety seconds.

On August 16, 1898, Father Hoeffer was called to a more difficult post, that of president of St. Louis University. His successor was not appointed until November 15, when Father John F. Pahls was promoted from the presidency of Creighton University to St. Ignatius College.

Thousands of newspaper clippings, preserved in the scrap-books, kept by the vice-president, bear testimony to the activity of the college during this period. Plays, elocution and oratorical contests, concerts and literary evenings followed one another in rapid succession. One more student organization was founded during Father Pahls's term of office—the Loyola Literary Society, to afford the high school students practice in debate.

From 1900 to 1908 Father Henry Dumbach was president

of St. Ignatius College. Under Father Dumbach, St. Ignatius College may be truly said to have reached the apex of its glory. The reputation of the college was now firmly established; when it presented its students to the public in any kind of entertainment, no hall was large enough to accommodate the throngs who came to hear them, and so intense was the activity of the students in a dozen directions, so constant and stimulating the encouragement given by the faculty, that scarcely a month passed without some event testifying eloquently to the fact that St. Ignatius College was in every way well abreast of the times. Not to dampen the ardor of those under his command, nor oppose the constructive measures they initiate—this undoubtedly is the secret of successful leadership, and therein lay one of Father Dumbach's chief claims to distinction. He was fortunate in having under him men of proved efficiency. Father Francis B. Cassilly had filled the position of vice-president with marked distinction under the two preceding presidents; and now equipped with an invaluable fund of experience he threw all his energies into the task of developing to the utmost whatever college activities were worthy of attention. His energy extended to the smallest detail of college routine, and his active mind made ample and timely provision for the success of every enterprise undertaken by the students. Space does not permit our speaking in detail all that Father Cassilly accomplished; it is enough to say that during his term of office the name of St. Ignatius College was a household word from one end of Chicago to the other.

Student societies prospered under Father Cassilly. An orchestra was organized which continues to appear at college entertainments. There was also formed a glee club and an academy choir. The first issue of the *St. Ignatius Collegian* appeared in April, 1901. This magazine is now a bi-monthly and is known as the *Loyola University Magazine*. In 1908 two other organizations came into existence; the college band and the Wyspianski (Polish) Literary Society.

Thirty seven years and six months after Father Damen

assumed the presidency with the purpose of building up, at whatever cost to himself, an institution where the educational wants of the Catholic youth of Chicago could be met, Father Burrowes came into office, keenly impressed with the idea that a college alone would no longer suffice, and that the building up of a university was a task reserved for him. As the title of Founder of the College belongs to Father Damen so the title of founder of the greater college, that is, of Loyola University belongs to Father Burrowes, who assumed the office of president in February, 1908. Under Father Burrowes the college and high school kept pace with the growing university and all their activities flourished.

From February, 1912 to August, 1915, Father John L. Mathery was president and during his administration the college as well as the entire university continued quietly to produce all the good to be expected. Father Mathery's policy was one of patient waiting and time has justified this attitude.

The fourteenth president and the present incumbent is Reverend John B. Furay who assumed office in August, 1915, and whose policy has been, not to open new departments, but to strengthen and solidify those already established.

Since 1902 ten free scholarships have been annually offered by St. Ignatius College to be competed for by the parish schools of the city. With each succeeding year the number of applicants for these coveted prizes increases until at present over 600 present themselves for the annual competition. The number of applicants and the fewness of the prizes, together with the fact that many of the boys are unable to get a higher education brought home to the faculty the need of enlarging the plan of scholarships. A canvass was made among the friends of the college who would be willing to help in carrying the burden. This appeal to the alumni and friends of the college and to the various Catholic organizations met with an immediate and generous response and an opportunity was thereby given to many poor boys who would otherwise be deprived of the advantages of a Catholic higher education.

## SYSTEM OF EDUCATION\*

---

The educational system in use at St. Ignatius Academy (substantially the same employed in two hundred and twenty-seven educational institutions conducted by the Society of Jesus in nearly all parts of the world), is guided by the principles set forth in the *Ratio Studiorum*, a body of rules and suggestions outlined by the most prominent Jesuit educators in 1599, revised in 1832, and attended up to the present with unflinching success.

Truly psychological in its methods, and based upon the very nature of man's mental processes, it secures on the one hand that stability so essential to educational thoroughness, while on the other it is elastic and makes liberal allowances for the widely varying circumstances of time and place. While retaining, as far as possible, all that is unquestionably valuable in the older learning, it adopts and incorporates the best results of modern progress. It is a noteworthy fact, however, that many of the recently devised methods of teaching, such as the Natural, the Inductive and similar methods, are admittedly and in reality mere revivals of devices recommended long ago in the *Ratio Studiorum*.

As understood by the Jesuits, education in its complete sense, is the full and harmonious development of all those faculties that are distinctive of man. It is more than mere instruction or the communication of knowledge. The requirements of knowledge, though it necessarily pertains to any recognized system of education, is only a secondary result of education itself. Learning is an instrument of education, which has for its end culture, mental and moral development.

---

\*Those who are desirous of further information on this subject are referred to "Jesuit Education," by Robert Swickerath, S. J., (Herder, St. Louis, 1903,) and to the numerous documents therein cited.



Consonant with this view of the purpose of education, it is clear that only such means, such as Science, Language and the rest, be chosen both in kind and amount, as will effectively further the purpose of education itself. A student can not be forced, within the short period of his school course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of knowledge has been scientifically divided. It is evident, therefore, that the purpose of the mental training given is not *proximately* to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic high school course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the Jesuit System that different studies have distinct educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalents can not be applied. The specific training given by one can not be supplied by another. The best educators of the present day are beginning to realize more fully than ever before that prescribed curricula, embracing well-chosen and co-ordinated studies, afford the student a more efficient means of mental cultivation and development. This, however, does not prohibit the offering of more than one of such systematic courses, as for instance, the Classical and the Scientific, in view of the future career of the individual. While recognizing the

importance of Mathematics and the Natural Sciences, which unfold the inter-dependence and laws of the world of time and space, the Jesuit System of education has unwaveringly kept languages in a position of honor, as an instrument of culture. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reason. Language and History effect a higher union. They are manifestations of spirit to spirit, and by their study and for their requirement the whole mind of man is brought into the widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers.

Finally, the Jesuit System does not share the delusion of those who seem to imagine that education, understood as an enriching and stimulating part of the intellectual faculties, has of itself a morally elevating influence in human life. While conceding the effects of education in energizing and refining the student's imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development, of themselves, have no moral efficacy. Religion alone can purify the heart and guide and strengthen the will. This being the case, the Jesuit System aims at developing side by side the moral and intellectual faculties of the student, and sending forth into the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. It maintains, that, to be effective, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere that the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade. In a word the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, as well as for the upbuilding of moral life, civil and religious .



## MORAL AND RELIGIOUS TRAINING

In its moral and religious training the Academy aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. Students of any denomination are admitted to the courses, but all are required to show a respectful demeanor during the ordinary exercises of public prayer. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat, and to approach the Sacraments at least once a month.

## Saint Ignatius Academy

---

### PROSPECTUS

**St. Ignatius Academy and Its Relation to Loyola University.**—St. Ignatius Academy was erected in 1869. It is conducted by the Fathers of the Society of Jesus. During the forty-nine years of its existence it has trained and sent into the world thousands of men who now hold responsible positions in business and professional life. Every year hundreds of parents, realizing the priceless value of a good education, enter their sons at St. Ignatius Academy; assured that there, while receiving a training which is strictly modern, yet sane and substantial, they will be guided by men who take a personal interest in the welfare of every student, and who spare no pains to develop whatever talent each one may possess.

If, after completing his High School course, the student desires to continue his studies, he may do so without being obliged to enter a new institution and mingle with strangers; for St. Ignatius Academy is the preparatory department of Loyola University, in whose four faculties of Literature, Law, Medicine and Engineering more than a thousand students are now acquiring knowledge which will make them successful men and useful citizens of the nation.

**Location and Buildings.**—St. Ignatius Academy is located at 1076 West Twelfth Street. Its central location makes it easy of access even from the remotest sections of the city. The buildings contain valuable Mineralogical and Natural History Museums, and a library of seventy thousand volumes, a department of which is reserved for the students. The class-rooms are well lighted and comfortable; there is a gymnasium, provided with lockers and shower-baths, and, in general, the Academy has all the equipment needed for the

convenience, comfort, and mental and physical development of the students. The Department of Physics has an ample lecture room, and laboratories fitted with all the up-to-date apparatus required for experimental purposes. The Department of Chemistry, in addition to its lecture room, has eight large slate-topped tables for qualitative analysis, so arranged as to accommodate eighty students.

### GENERAL INSTRUCTIONS

**Testimonials.**—St. Ignatius Academy is for day scholars only. Each applicant must present a testimonial of good character from the head of the institution last attended, or in case of a long intermission of study previous to his entering St. Ignatius Academy, a testimonial from the pastor of his church. No application for admission will be accepted definitely until satisfactory letters have been received.

No student will be admitted who does not reside with his parents, or immediate relatives, or if this be impossible, with persons duly approved by the authorities of the school.

**Distribution of Time.**—The Academic Year comprises thirty-eight weeks, an aggregate of one hundred eighty class days, extending from the first week in September to the third week in June. It is divided into semesters with short recesses at Christmas and Easter. Saturday is the weekly holiday. Classes are not held on legal holidays, nor on days observed as holydays of obligation in the Catholic Church.

The Academy is open every class day at half-past seven o'clock. Those who come before the time for class proceed at once to the study hall and spend the interval in private study. All are required to be present five minutes before half-past eight o'clock, at which hour the Catholic students attend Mass. The regular class exercises begin at 9 A. M. and close shortly after 3 P. M.

**Attendance.**—As regular attendance is an important element in class-standing and an essential condition for successful

work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitation or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal. Students are required to be present eighty-five per cent of the school year to merit promotion in June.

**Home Study.**—All endeavors of the Faculty will fail to insure success for the students, unless they apply themselves to their studies with diligence and constancy outside of class hours. Parents and guardians are, therefore, respectfully urged to insist on this application.

**Communications.**—Due notice should be given to the Principal of a change of residence, or of the contemplated withdrawal of a student.

**Examinations.**—Written examinations, covering the matter of each semester, are held in January and June, respectively. These two examinations count for class medals and honors and are decisive for promotion. Each branch is estimated on the basis of 100 per cent; the passing mark is 70; below 50 is failure, and from 50 to 69 is a condition. Conditions in the semester examinations must have been removed by the end of the next semester or they automatically become failures.

**Premiums.**—The medals and prizes given on Commencement Day and awarded in accordance with the results of the semester competitions are: the medal of excellence for the highest average in the class; first and second honors for a yearly percentage of 90 and 85, respectively. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 70 is failure to pass.

**Discipline.**—The registration of a student is deemed a recognition, on his part and on the part of his parents or

guardian, of compliance with all the rules and regulations of the School.

Refinement of manners, habits of obedience and order, neatness in person and dress, and punctuality are required at all times as matters of importance.

No point of vigilance is neglected whereby purity of mind and heart, frankness of character and congeniality may be instilled into the students, together with that strength of will and uprightness of heart which alone can fit them, under religious discipline, for the proper discharge and adequate fulfillment of their duties in later life.

No student who persistently neglects his school work, or whose influence, apart from open disobedience or insubordination, is considered by the Faculty to be detrimental to the reputation of the School or obstructive of the good of other students, will be allowed to remain in the School.

The use of tobacco in any form, on or near the School premises, is strictly forbidden at all times.

**Conduct Outside the Premises.**—For faults committed outside the premises the officers of the Academy do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the Academy, the authorities will hold students strictly accountable for offenses of this nature.

**Luncheon.**—Dining rooms have been fitted up for the students, and placed in charge of a reliable caterer, so that students who desire a warm luncheon at the noon hour may be able to obtain it without leaving the premises.

Students are not allowed to leave the premises between the sessions without a personal request from their parents or guardians to take lunch elsewhere.

**Progress.**—The School cannot assume responsibility for the progress expected of the students unless it can have full control of their time. Hence parents and guardians are earnestly requested to see to it that other occupations or appointments are not arranged at hours which may conflict



with class exercises or with necessary detentions after school hours for unsatisfactory recitations or violations of discipline.

## EXPENSES

Since the Institution is not endowed, it is entirely dependent for support on the fees paid for tuition.

Tuition per session of ten months, for all classes, \$80.00.

Students of General Chemistry and Physics pay \$10 per session.

Students engaged in Laboratory work deposit \$5.00 with the Treasurer at the beginning of the Course, to pay for chemicals and breakage.

High School Diploma, \$5.00.

Library Fee for all, \$1.00.

For each conditioned examination taken on the appointed day, a charge of \$1.00 is made; if taken at another time, the charge is \$2.00.

Payments for conditioned examinations must be made invariably before the examinations.

The year is divided into quarters, which begin, respectively, about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Payments must be made quarterly or semi-annually in advance. No deduction is allowed for absence.

No diploma or credits are issued until all indebtedness has been paid.

## SCHOLARSHIPS

Some of the friends of St. Ignatius College, realizing the importance and necessity of substantial encouragement and support in the work of Catholic higher education, have recently tendered such encouragement and support in the most practicable and desirable way, viz., by establishing Scholarships. These St. Ignatius Academy gratefully acknowledges.

A Perpetual Scholarship can be founded or established when the endowment is fifteen hundred dollars, a sum suf-

ficiently large to yield an annual interest that will cover the yearly tuition.

A Course Scholarship represents an amount necessary for a full course (High School and College), *payable annually*, entitling the holder upon successful examination at the end of the course to a Baccalaureate Degree.

An Annual Scholarship is provided by the yearly donation of \$80.00.

### Perpetual Scholarships

The Miss Eliza McConville  
Memorial Scholarship: Margaret Gertrude Onahan  
Damen Council, 650, Knights of Columbus  
The Hon. William J. Onahan  
The Hon. Charles A. Mair  
The Hon. Thomas Brennan  
Memorial Scholarship: Mrs. Mary White Riordan  
The Henry Venn, A. B., Class of 1906, Scholarship  
Memorial Scholarship: Mr. and Mrs. Pancratius Metz  
The Mr. and Mrs. Michael J. Riordan Scholarship  
Catholic Order of Foresters  
Rev. James M. Hayes, S. J., Memorial Scholarship

### Annual Scholarships Given By

Knights of Columbus—

Charles Carroll of Carrollton Council  
Chicago Council  
Feehan Council  
Hennepin Council  
Hughes Council  
Illinois Council  
Ketteler Council  
Charles A. Gardiner Memorial Scholarship, La  
Fayette Council  
Father Setters Council  
Catholic Order of Foresters, St. Elizabeth Court  
Bagdziunas, John I.



Bowe, Augustine J.  
 Brosnahan, T. J.  
 Class of 1908, St. Ignatius College  
 Doniat, Major Franz  
 Doyle, Leo J.,—Memory of James M. Doyle  
 Rev. Henry J. Dumbach, S. J., Scholarship: Andrew  
     Maguire  
 Fortune, Thomas, in memory  
 Fortune, William  
 Garvy, W. John  
 Garvy, Mrs. Mary A.  
 Henderson, William J.  
 Higgins, Mary, in memory  
 Keeley, Thomas  
 Rev. C. J. Lagae, S. J., Five Scholarships  
 Lawlor, William J.  
 Maher, Mr. and Mrs. James, in memory  
 McMahon, Arnold D.  
 Rend, Joseph P.  
 Smyth, John M.  
 Sullivan, M. D., Ralph

### COMPETITIVE SCHOLARSHIPS

Ten scholarships will be offered the coming year by the trustees of St Ignatius College. These scholarships will be awarded by competitive examination.

#### Conditions of the Contest

1—Each applicant must have been a pupil of a parochial school in the Archdiocese of Chicago; during the whole season of 1919-1920.

2—Any boy of the eighth grade will be eligible to take the examination.

3—The pupil who makes the highest average will receive the full scholarship of eight years and valued at \$640. The two making the next highest averages will be awarded the high school and partial college scholarship, covering a period of six years and worth \$480. A scholarship for the four years of high school, worth \$320, will be given to the next three. Four scholarships for the first two years of high school, each of the value of \$160, will be conferred on those who win the last four places.

4—A scholarship student failing to make an average of 85 per cent in any examination during his course will, thereby, forfeit his scholarship.

5—Every precaution is taken to make the test as fair as possible. The pupils do not write their name or the name of their school on their papers, but on separate cards, which are placed in sealed envelopes. These envelopes are opened only after the papers have been examined, and in the presence of the competitors.

6—No school will be awarded more than one scholarship.

### Matter of Examination

ENGLISH GRAMMAR—Etymology, rules of syntax, corrections of false syntax with reasons, parsing, analysis of sentences.

ORIGINAL COMPOSITION—This includes punctuation, spelling, use of capital letters, etc.

ARITHMETIC—ENTIRE—Particular stress will be laid on common and decimal fractions, percentage, interest, proportion, square root, cub root and mensuration.

## Societies

---

St. Ignatius Academy, like other centers of learning, has always been ready to sanction and encourage such societies as tend to promote the various interests of the students. The following societies in particular are deemed worthy of special mention:

### The Sodality

The Sodality has for its object the promotion of filial love towards the Mother of God and the practice of virtue and piety among its members. The Sodality is aggregated to the Sodality of the Roman College under the title of the Immaculate Conception and St. Stanislaus Kostka.

REV. WILLIAM F. DOWNING, S. J., *Director*

JOSEPH C. BILSTEIN.....	<i>Prefect</i>
JAMES J. MAHONEY.....	<i>First Assistant</i>
MARTIN F. BLAKE.....	<i>Second Assistant</i>
FRANCIS J. BREEN.....	<i>Secretary</i>
GEORGE P. WADDELL.....	<i>Treasurer</i>
RALPH E. LODGE.....	<i>Sacristan</i>
SARSFIELD W. DUNNE.....	<i>Instructor of Candidates</i>
PETER J. DUERINCK.....	<i>Consultor at Large</i>

### Consultors

WILBURT M. FOLEY	JOHN J. MULLIN
J. FERGUS O'RYAN	GEORGE LANE
JAMES J. CALLAGHAN	ROBERT J. BOYD
CHARLES H. KYLE	JAMES L. BURKE
CHARLES J. GALLAGHER	FRANK A. LITTLE
LAWRENCE J. ECKMAN	HERBERT A. EGGERT
CORNELIUS A. BERENS	WILLIAM BARRY

### The Apostleship of Prayer

The Apostleship of Prayer is a League of zeal and prayer in union with the Sacred Heart of Jesus Christ. Its object is to spread devotion to the Sacred Heart; to promote the interests for which that Sacred Heart is ever pleading in our tabernacles and on our altars, the salvation of souls and the triumph of the Church; and to make reparation for sin.

REV. VALENTINE HORMES, S. J., *Director*

### Loyola Literary Society

This society affords an opportunity for acquiring skill in the art of speaking, and much useful information to its members, and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the Moderator. The Moderator is appointed by the Faculty, and the other officers are elected by the members.

REV. ALOYSIUS J. MCCORMICK, S. J.\*

REV. SAMUEL K. WILSON, S. J., *Moderator*

<i>First Term</i>		<i>Second Term</i>
EDMOND J. SULLIVAN	<i>President</i>	WILLIAM J. GROGAN
PAUL F. DESMOND	<i>Vice-President</i>	EDMOND J. SULLIVAN
MARSILE J. HUGHES	<i>Corresponding Sec'y.</i>	EDWARD C. KRUPKA
L. W. FLTZPATRICK	<i>Recording Sec'y.</i>	THOMAS E. HAYES
WILLIAM J. GROGAN	<i>Treasurer</i>	THOMAS J. MCKENNA
DAVID V. GRANT		BERNARD MCDEVITT
BERNARD MCDEVITT	<i>Censors</i>	MARTIN J. McNALLY
BERNARD H. SULLIVAN		FERGUS O'RYAN
FERGUS O'RYAN	<i>Committee</i>	PAUL F. DESMOND
ARTHUR J. KEATE	<i>on</i>	EUGENE P. SULLIVAN
EDWARD C. KRUPKA	<i>Debate</i>	WALTER C. WEST

---

\*Deceased.

## Athletic Association

MR. LEO W. KEELER, S. J., *Director*

LAWRENCE J. BRADY.....	<i>Manager Football</i>
MARTIN McNALLY.....	<i>Captain Football</i>
EDMOND J. SULLIVAN.....	<i>Manager Basketball</i>
LAWRENCE J. CONDON.....	<i>Captain Basketball</i>
BERNARD McDEVITT.....	<i>Manager Baseball</i>
LAWRENCE J. CONDON.....	<i>Captain Baseball</i>
EUGENE R. CASE.....	<i>Manager Track</i>

## CLASS REPRESENTATIVES

WILBERT M. FOLEY	CHARLES J. FOLEY
GEORGE P. WADDELL	CHARLES C. COLLINS
JAMES R. BARTH	HOWARD J. BARRY
EUGENE F. DEE	WALTER J. REUTER
RAYMOND H. COLLINS	WILLIAM J. DEVLIN
EDWARD A. RILEY	ROBERT J. HAWKINS
WILLIAM J. CERNEY	

## Students' Library

The Students' Library, which forms one department of the College Library, contains over eight thousand volumes reserved for the use of the students. In connection with the library is a reference room and also a reading room, supplied with many of the best magazines of the day. The system of cataloging and charging books is in all essential details the same as that used in public libraries.

MR. THOMAS S. BOWDERN, S. J., *Librarian*

## ASSISTANTS

WILLIAM F. CZAJA	JOSEPH J. ANDRULAITIS
WILLIAM N. ROTH	JOHN A. MAURER

## Loyola Prep

The LOYOLA PREP, the Academy magazine, is published quarterly by the students of St. Ignatius and Loyola Academies to encourage literary ability and to stimulate

interest along literary lines. Every student is expected to write for the Academy paper.

MR. JOHN F. QUINN, S. J., *Moderator*

EDITORS

JOSEPH M. CULLEN

GEORGE R. PIGOTT

WALTER C. WEST

LAWRENCE J. BRADY

GEORGE M. BARDON

LAWRENCE W. FITZPATRICK

EDWARD L. BARRY

HOWARD J. BARRY

GEORGE D. NEWHART

THOMAS F. KELLY

ALAN NEWHART

EDWARD C. KRUPKA

WILLIAM E. TROY

FRANCIS A. LITTLE

The Glee Club

Those students who have a fair amount of musical talent and are ambitious to excel in singing have an opportunity of perfecting themselves in the Glee Club. Rehearsals are held twice a week during the noon hour. During the past year the Glee Club gave several concerts in the different parishes of the city.

MR. JOHN F. QUINN, S. J., *Director*

JOHN F. McNALLY.....*President*  
FRANCIS W. HAYES.....*Vice-President*

MEMBERS

JOSEPH C. BILSTEIN

GEORGE M. BARDON

LAWRENCE J. BRADY

JOHN E. CRONIN

DUDLEY L. DAY

MARTIN J. McNALLY

WALTER C. WEST

JOSEPH F. BOEHMER

JOSEPH T. COYLE

MAURICE P. DRISCOLL

JAMES F. KEARNEY

EMMETT F. KELLY

RAYMOND W. KERWIN

LEO J. HARTNETT

LEONARD M. WOJCZYNSKI

GEORGE D. NEWHART

PAUL B. NIEHOFF

WALTER G. O'BRIEN

JOSEPH T. RIORDAN

WALTER J. SOMERS

RAYMOND DE ST. AUBIN

JOHN J. MALLY

GEORGE F. MULLIGAN

LESTER F. MURRAY

GEORGE F. QUINN

JAMES A. ROWAN

JEROME J. VLK

JOHN WCISLO

## REQUIREMENTS FOR GRADUATION

---

**Constants, Majors and Minors.** Sixteen units are required for graduation. Of these three must be in English, one in elementary Algebra, one in plane Geometry, one in Science, two in Social Studies, one of which shall be advanced American History ( $\frac{1}{2}$ ) and Civics ( $\frac{1}{2}$ ). These subjects are termed *constants*, shall be required for graduation in all courses. The remaining units must be offered as follows: In addition to the requirements in English there must be offered one other major sequence of three units and two minor sequences of two units each. The following will be deemed satisfactory major units: three units of a foreign language, three units of mathematics, three units of special studies, three units of natural science. Two units of any one of the foregoing groups of studies constitute a minor sequence. Not less than two units of any language may be offered.

**Diplomas and Certificates.** Diplomas are given by the Trustees, upon the recommendation of the Principal, to those members of the Fourth Year who have satisfactorily completed a regular course as outlined on the following pages. To others, who have not completed the required number of units, certificates of work satisfactorily completed will be issued. The diploma will not be granted to any one who is not recommended by the Principal to the Trustees as being of good moral character; nor will it be granted to any one who is in arrears on the Treasurer's books.

## CERTIFICATE PRIVILEGE

Admission without examination *on certificate* is granted students who have graduated from approved grammar and grade schools as follows:

1. All parochial schools of the eight grade of the Archdiocese of Chicago, so rated by the Dioscesan School Board.



2. All public or private schools of the State approved by the State Superintendent of Public Instruction.

3. All public schools of the City of Chicago, so rated by the Board of Education.

4. Private schools and academies, not on any list but approved, after investigation, by a vote of the faculty.

Credentials which are accepted for admission become the property of the Academy and are kept permanently on file. All credentials should be filed with the Principal. No certificate will accepted unless the holder is a graduate and has spent the last year of his grade school course in the school issuing the certificate. Admission on school certificate is in all cases provisional. If, after admission a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

## ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of subjects required for entrance. They must pass a satisfactory examination in the following subjects:

*English.* 1.—Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2.—Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

*Arithmetic.*—Fractions, common and decimal, denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

*History.*—Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

*Geography.*—Division of the world into continents; politi-

cal division of the continent; form of government of each country, its chief cities, its great rivers and products, etc.

**Advanced Standing.** Candidates for *advanced standing* will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the principal or head of the school in which the studies have been pursued. Blanks for this purpose may be had on application. No applicant will be accepted until a satisfactory statement of work done in the last school attended and an honorable dismissal therefrom have been received.

Particular attention is called to the fact that in Mathematics I and II and the languages the course of study pursued by each class begins at the opening of the school year in September. Those desiring to enter such classes at any later time in the year must, therefore, be prepared to the point then reached by each class.

## CERTIFICATE OF CREDITS

Students wishing statements of credits in order to transfer from this School to another or for other purposes, should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1st to 15th, January 15th to February 1st, and June 15th to July 1st. A fee of one dollar will be exacted for such statements.

## CLASSIFICATION AND PROMOTION

**Classification.** The classification of students depends upon the completion of a specified number of units. A unit is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in gen-

eral, be five. Four units are required for unconditional admission to the Second Year; eight units for unconditional admission to the Third Year; and twelve units for unconditional admission to the Fourth Year.

**Promotion.** Promotion from class to class is dependent upon the student's passing satisfactorily (with a grade not below 70) in all the prescribed work of the preceding class. Unsatisfactory work in one or two subjects may be made up by summer study and examination in September; but a student who has three unsatisfactory subjects repeats the year, without however, being compelled to go over a second time any subject in which his standing has been satisfactory.

### ELIGIBILITY RULES

Students taking part in dramatic performances, public debates, oratorical or elocution contests, or athletic events, and those who are appointed assistants on the staff of the College journal, as well as all officers of student organizations, are subject to the following *eligibility rules*: (1) They must have no condition and no failure; (2) They must have attained a weighted average of at least 75 in the previous semester examination; (3) They must not be under censure at the time of their election or appointment.

## Schedule of Studies

---

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

### GENERAL BIOLOGY

A course of lectures and recitations on the general principles of elementary biology, with laboratory exercises on both plant and animal specimens. The following topics are suggestive of those included in this course: life processes of all living organisms, their minute structure, organs and their functions, relation of plants and animals to seasons and regions, to other plants and animals and especially to man; classification of living things, variation of individuals, the struggle for existence and the essentials of embryological development. Select types of plants and animals are studied in detail and dissected in the laboratory according to outlines prepared by the instructor.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### BOTANY

A course of lectures and recitations, supplemented by laboratory and field work, on the structure, development and function of root, stem, leaf, flower and fruit; classification of the vegetable kingdom; natural groups of plants; conditions of growth and dispersal; time of flowering and fruiting, etc. Special attention is given to the flora of the Chicago region.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### CHEMISTRY

This course includes lectures, demonstration, recitations and problems combined with laboratory. It is designed to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to lay the foundation for more advanced work in college. The work of the school-room is supplemented by a number of visits to the various chemical industries of

the city and vicinity. Sixty recorded experiments are required for laboratory credits.

Text: McPherson and Henderson's *First Course in Chemistry*. Laboratory Manual, by the same authors.

### DEBATING

This course is open to the students of the Third and Fourth Years. Its object is to develop ease and fluency in public speaking, and a practical acquaintance with the details of parliamentary practice. The habit of clear and logical thought on a given topic, proficiency in the *ex tempore* expression of one's thoughts, together with an apt and forceful delivery are aimed at throughout the course. The club meets two hours each week.

### DRAWING

**Freehand:** Pictorial, Decorative composition, Design, Constructive Design, Craft.

**Lecture Course:** Utility and beauty. Basis of credit one unit—240 hours.

Approximately one-third of time given to representative and two-thirds to decorative composition.

**Mechanical:** Instruments and Material, Lettering, Geometrical Drawing, Orthographic Projection, Intersections, Developments, Isometric and Oblique Projections, Working Drawings.

### ECONOMICS

Some dominant characteristics of the present economic order; Production; Exchange; Distribution; Public Finance; Social Reforms, or Economic Functions of Government; a history of the Early Economic System.

### ELOCUTION

Once a week throughout the four years each class is drilled separately in vocal culture, articulation, gesture, declamation, character impersonation, and readings in prose and verse. The students are required to speak before the class a definite number of times during each semester, and representatives from various classes are chosen to speak before the whole School at the public contests. A gold medal is awarded annually to the student in each year of the high school course who delivers the best declamation in the public contest.

## ENGLISH

FIRST YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Review of grammar. The paragraph, the whole composition.

Second semester: Sentence structure, diction, figures. Letter writing.

*Composition*—1. Daily exercises in the analysis and structure of sentences and paragraphs.

2. Weekly themes in simple narration and description. Frequent writing of social and business letters and notes, and of telegrams.

*Literature*—1. Instruction and practice in the use of the dictionary, of Roget's Thesaurus, and of the library.

2. Texts for detailed study—

First semester: Ruskin, *King of the Golden River*; Dickens, *Christmas Stories*; Longfellow, Selected poems.

Second semester: Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*.

3. Supplementary reading—Cooper, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*.

SECOND YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Narration. Description.

Second semester: Exposition. Argument.

*Composition*—1. Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester.

2. Weekly themes in narration, description, and exposition, frequently in the form of letters.

*Literature*—1. Texts for detailed study:

First semester: Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems.

Second semester: Sir Roger de Coverley Papers; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*.

2. Supplementary reading—Cooper, *The Spy*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*.

THIRD YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book II.

First Semester: The paragraph, narration, description.

Second semester: Exposition. Argument.

*Composition*—1. Frequent exercises in paragraph writing, and in making analyses, outlines, synopses.

2. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind.



Once each semester a paper of at least 1,000 words will be required, either a short story, or a biographical, critical or scientific essay. In the second semester one simple speech or debate will be required.

*Literature*—1. Texts for detailed study:

First semester: Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems.

Second semester: Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*.

2. Supplementary reading—DeQuincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Caesar*.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Brooks' English Composition, Book II—the literary forms.

Second semester: Parsons' English Versification.

*Composition*—1. Frequent exercises in the paragraph, especially the editorial paragraph. In the second semester daily exercise in verse analysis and composition.

2. Weekly themes in the various forms, especially in letter writing and the critical essay. In the second semester additional credit will be given for metrical composition. Once each semester a paper of at least 2,000 words will be required, either a speech, or a short story, or an essay indicative of the student's ability to gather and manage material without the teacher's special aid.

*Literature*—1. History of English Literature. Lessons in Literature (Ainsworth).

First semester: From the beginning of English literature to the Nineteenth century.

Second semester: From the beginning of the Nineteenth century to the present.

2. Texts for detailed study:

First semester: Garraghan, *Prose Types in Newman*.

Second semester: Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*.

3. Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*.

## FRENCH

### FRENCH I (Elementary)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence struc-

ture, elements of syntax; writing French from dictation; memorizing short poems. Chardenal's *French Course*; Mariet, *La Tâche du Petit Pierre*; Ventura, *Peppino*.

#### FRENCH II (Elementary)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's *French Course*. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*.

#### FRENCH III (Intermediate)

Constant practice in giving French paraphrases, abstracts and reproductions from memory of select portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halévy, *L'Abbé Constantin*; Daudet, *Le Petit Chose* and *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

### GERMAN

#### GERMAN I (Elementary)

Bacon's German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

#### GERMAN II (Elementary)

Bacon's German Grammar. The reading of easy studies and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages; continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Readings: Carruth's *German Reader*; Grimm's *Hans im Glueck*; Zscokke's *Der zerbrochene Krug*; Schiller's *Der Handschuh*; Uhland's *Das Schloss am Meere*; Goethe's *Wanderers' Nachtlied*; Andersen's *Maerchen* and *Bilderbuch ohne Bilder*; Baumbach's *Der Schwiegersohn*; Storm's *Immensee*.

## GERMAN III (Intermediate)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation, grammatical drill in the less usual strong verbs, the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

Readings : Goethe's *Hermann und Dorothea* and *Iphigenie*; Schefel's *Der Trompeter von Saeckingen*; Uhland's *Poems*; Wildenbruch's *Das Edle Blut*.

## GERMAN IV (Advanced)

The reading of about 500 pages of good literature in prose and poetry, selected at the option of the teacher; reference reading of the lives and works studied; frequent short themes in German on subjects assigned and the free translation of English into German.

## SCIENTIFIC GERMAN

A course of reading dealing with scientific subjects of general interest. Its purpose is to prepare students for such professional courses as require a facility in reading German scientific literature.

Text: Hodge's *Course in Scientific German*; monographs.

## GREEK

FIRST YEAR. Five periods.

*Precepts*—Both semesters: Etymology; nouns, regular and irregular adjectives, pronouns, adverbs, the regular verb.

*Practice*—Two themes a week; frequent written class exercises; a written review once a week.

*Memory*—Six or eight words daily.

SECOND YEAR. Five periods.

*Precepts*—First semester: Etymology completed; syntax; agreement, voices, tenses, moods in independent clauses.

Second semester: Moods independent clauses.

*Author*—Both semesters: Xenophon, *Anabasis*, Books I-II.

*Practice*—Both semesters: A theme twice a week based on Xenophon. Pearson's *Greek Prose Composition*.

*Memory*—Irregular verbs.

THIRD YEAR. Five periods.

*Precepts*—First semester: Syntax completed.

Second semester: Homeric dialect; syntax reviewed.

*Authors*—First semester: Xenophon, *Anabasis*, Books III-IV.

Second semester: Homer, *Iliad*, Book I.

*Practice*—Both semesters: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

*Memory*—Select passages from the author.

## HISTORY

### COURSE I.

First semester: Oriental and Greek History: mankind before the Deluge; the Oriental nations, (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its pre-historic civilizations; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second semester: Roman History: The Romans, their land and its people; Legendary history; the Republican Constitution; struggle between the Patricians and Plebians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal states; establishment of the Holy Roman Empire; Rise of Mohammedanism.

Text: Betten's *Ancient World*.

### HISTORY II (Medieval and Modern)

First semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; Germany and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; medieval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth.

Second semester: The Thirty Years' War; the reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; the March

of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; general state of Europe, 1913.

### HISTORY III (American)

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760.

Text: Montgomery's *Essentials*, supplemented by required collateral reading. First semester.

### CIVICS

This course proceeds from a study of logical government and institutions to those of the county, state and nation. The text-book is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Garner's *Government in the United States* (Illinois edition). Second semester.

### LATIN

FIRST YEAR. Five periods.

*Precepts*—Etymology; rules of concord of noun, adjective, and verb. Bennett's Foundations, complete.

*Practice*—Short written exercises several times a week and daily oral drill. Bennett's Foundations.

*Memory*—The vocabularies in the Foundations.

SECOND YEAR. Five periods.

*Precepts*—Etymology reviewed; syntax, Bennett's Grammar.

*Author*—First semester: Caesar, *De Bello Gallico*, Books I-II.

Second semester: Caesar, *De Bello Gallico*, Books IV-V.

*Sight Reading*—Both semesters: Caesar, portions not prescribed above.

*Practice*—Both semesters: Bennett's New Latin Composition.

*Memory*—Both semesters: Important verbs with their principal parts as given in Bennett, No. 120 sq., ten a day.

THIRD YEAR. Five periods.

*Precepts*—First semester: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second semester: Syntax of verbs.

*Authors*—First semester: Cicero, *In Catilinam*, I-III.

Second semester: Cicero, *De Senectute*; Select Letters; Sallust's *Bellum Catilinae*.



*Sight Reading*—Both semesters: Caesar and Cicero, portions not prescribed above.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Review of syntax to moods.

Second semester: Review of syntax continued; word order, sentence-structure, style; Julian Calendar; prosody.

*Authors*—First semester: Cicero, *Pro Lege Manilia* and Fourth Catiline.

*Sight Reading*—Both semesters: Cicero and Virgil, portions not prescribed above.

Second semester: Virgil, *Aeneid*, Books I-II; selections from Christian hymnology.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

## MATHEMATICS

**Algebra I.** (*Through quadratics.*) Algebraic expressions; the four fundamental operations for rational algebraic expression; parentheses; factoring; determination of highest factor known and lowest common multiple by factoring; fractions, simple and complex; ratio and proportion; simple equations; graphical representations; simultaneous linear equations; square root and quadratic surds; quadratic equations containing one or two unknowns; imaginary roots in a quadratic equation.

Text: Wells and Hart.

First Year. Five periods.

**Plane Geometry.** Angles, perpendiculars and parallels; triangles; concurrent lines of a triangle; theorems of inequality; circles, metrical relations; constructions; mensuration of polygons; comparison of areas; regular polygons and the measurement of the circle; the solution of original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

Text. Wentworth-Smith

**Algebra II.** (*Quadratics and beyond.*) The completion of quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; variation; arithmetical and geometric progression and graphs.

Text: Wells and Hart.

One semester. Five periods.



**Solid Geometry.** The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids.

Text: Stone-Mills.

One semester. Five periods.

**Plane Trigonometry.** Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications.

Text: Wentworth.

One semester. Five periods.

## MILITARY SCIENCE AND TACTICS

The course of training outlined here is for the Junior Division of the R. O. T. C. as given in G. O. 49. Total weight 22 units.

1. Infantry drill regulations (practical and theoretical), to include definitions, general principles, combat and ceremonies

School of the Battalion.....	} In extended order, combat, and intrenchments.
School of the Company.....	
School of the Squad.....	
School of the Soldier.....	

2. Manual of Interior Guard Duty (practical and theoretical)  
Duties as sentries; general principles.

3. Physical drills: Calisthenics, bayonet exercises, and combat fencing.

4. Military hygiene: To include principles of personal hygiene, camp sanitation, first aid to the injured, etc.

5. Military policy: A few lectures when in last year at institution on the military policy of the United States and the military obligation of citizenship.

6. Small arms firing regulations: Preliminary instruction in rifle firing; sight position and aiming. Drill: indoor and range practice; due attention devoted to fire direction and control and, if possible, some collective fire.

7. Administration and Organization: A few lectures on company administration and Tables of Organization.

8. Map reading: Instruction in reading a contoured map (in connection with 9).

9. Field Service regulations: Patrolling; advance and rear guards; outposts, by means of the sand table and small map maneuvers; messages and orderly work.

10. Marches and camps: Simple camping expedients.

### 11. Signaling: Semaphore and flag.

Owing to the wide range of the ages of the students' in the Junior Division of the R. O. T. C., the majority being too young to follow intelligently a graded course such as is prescribed for the senior division, only the subjects in which proficiency must be attained are laid down. It is impossible to set any fixed number of years for the accomplishment of this program.

## VOCAL MUSIC

Membership in the Glee Club will be open to those students who possess the required qualities of voice and who can be taught to read music of moderate difficulty.

## INSTRUMENTAL MUSIC

Membership in the Orchestra is open to those who have sufficiently mastered the technic of some orchestra instrument.

## PHYSICS

This course consists of lecture-demonstration, recitation and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work which is intended to familiarize the student with standard apparatus and to train him in the methods of making and recording simpler physical measurements.

First semester: The mechanics of solids, liquids and gases, and heat.

Second semester: Sound, light and electricity.

Text: Millikan and Gale's *First Course in Physics* (revised edition). Laboratory manual: Millikan and Gale.

## PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary, circulation, etc.

## PHYSICAL GEOGRAPHY

A study of the physical features of the earth and their influence on man; land, air and ocean; physiography of the United States; distribution of plants and animals; latitude and longitude; meteorological instruments; weather maps; relief, hachure and contour maps. Five periods weekly, with laboratory work.

Text: Tarr's *New Physical Geography*. Laboratory Manual; Smith-Stahl-Sykes, *Laboratory Exercises in Physiography*.

## SPANISH

## SPANISH I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber, tener, ser, estar*, etc., and their idiomatic uses; reflex verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation; frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

M. C. Dowling, *Reading, Writing and Speaking Spanish*.

## SPANISH II

Irregular verbs; syntax completed; daily composition, oral and written. Reading.

## STUDY OF RELIGION

## FIRST YEAR:

(a) Deharbe's Complete Catechism of the Catholic Religion, Part II, On the Commandments.

(b) Church History, Deharbe. From Adam to the Ascension of Christ.

(c) Ecker's Bible Lessons, Old Testament.

## SECOND YEAR:

(a) Deharbe, Part III, On the Means of Grace.

(b) Church History, Deharbe, From the Ascension to the Protestant Reformation.

(c) Ecker's Bible Lessons, New Testament.

## THIRD YEAR: First semester.

(a) Deharbe; Faith and Creed.

(b) Church History, Deharbe. From Protestant Reformation to the present day.

Second semester: (a) Deharbe, Faith and Creed finished.

(b) Apologetics, Hill, *The Catholic's Ready Answer*, or Conway. *The Question Box*.

FOURTH YEAR: Apologetics; Hill or Conway.

### ZOOLOGY

A course of lectures and recitations combined with laboratory work on the structure, habits, classification and economic importance of the various groups of the animal kingdom. Cell division, cellular differentiation, development of the embryo, adaptation to environment, etc., are treated in a general way. Select types of the different groups are identified and dissected in the laboratory. Lectures and recitations, four periods a week; laboratory work, one double period a week.

---

### NOTES ON THE CURRICULUM

1. The more capable students, but these only, that is, those who make at least 80% in the four assigned branches may be permitted to carry five regular branches, thus gaining 17 to 20 units of work, though only 16 are necessary for a diploma. In such cases, besides the diploma a credit card specifying the extra work done will be issued.

2. Any Language taken up must be pursued for two years; and only one language may be begun in any one year.

3. Christian Doctrine and Elocution are accorded their due attention over and above the closed schedule.

4. The Faculty reserves the right to refuse to give an elective course for which there is not a sufficient number of applicants. Classes are usually not formed for less than ten students.

5. No student may take less than twenty periods a week, nor more than twenty-five.

6. Only one Science may be taken in any year.

## GRADUATION EXERCISES

Wednesday Evening, June 18, 1919, Sodality Hall, 8 o'clock

## PROGRAM

Battleship Connecticut March, *Anon*.....Orchestra

Announcement of Scholarship Winners

Academic Address.....President John B. Furay, S. J.

Shannon Waltze.....*Moret*

Prizes of First, Second and Third Years

Selections from "Mlle. Modiste".....*Herbert*

Diplomas, Certificates and Prizes of Fourth Year

Selections from "Fiddlers Three".....*Friml*

Address.....Rev. Thomas V. Shannon

Stars and Stripes Forever.....*Sousa*

## DIPLOMAS OF GRADUATION

WERE CONFERRED UPON

JOSEPH CHARLES BILSTEIN	RAYMOND HENRY JEZISIK
JOHN AUGUSTIN BLAKE	STEPHEN ANTON KNAISEL
LAWRENCE JOHN BRADY	GERHARDT JOSEPH KOELBEL
FRANCIS JOSEPH BREEN	JOSEPH FRANCIS LUCAS
JOHN VINCENT CROWE	JOSEPH ALOYSIUS McDERMID
JOSEPH MATTHEW CULLEN	GEORGE DAVID NEWHART
PETER JOSEPH DUERINCK	WALTER GEORGE O'BRIEN
WALTER FRANCIS FINNAMORE	J. FERGUS O'RYAN
LAWRENCE WILLIAM FITZPATRICK	GEORGE RAGOR PIGOTT
FRANCIS RALPH GUIDO	JOSEPH THOMAS RIORDAN
HENRY PETER HAGEDORN	EDWARD JOSEPH SCHIMA
GEORGE WILLIAM HANSON	BERNARD HUGH SULLIVAN
THOMAS EDWARD HAYES	EDMOND THOMAS SULLIVAN
HENRY JOSEPH HRODEJ	GEORGE PATRICK WADDELL

WALTER CHARLES WEST



AWARD OF PRIZES

---

Gold medals for the highest average maintained throughout the year in the collective branches of their respective classes were merited by:

PETER J. DUERINCK, 94.6.....	Fourth High A
JOSEPH F. LUCAS, 94.4.....	Fourth High B
FRANCIS J. PALACEK, 96.....	Third High A
EUGENE P. SULLIVAN, 93.5.....	Third High B
DANIEL J. GANNON, 95.8.....	Third High C
JAMES J. MAHONEY, 96.6.....	Second High A
CORNELIUS A. BERENS, 96.....	Second High B
JOHN E. MULLIN, 96.....	Second High C
COLLINS T. FITZPATRICK, 96.....	Second High D
ROBERT J. BOYD, 97.....	First High A
LESTER V. VAUGHAN, 95.....	First High B
FRANCIS M. WILSON, 94.5.....	First High C
W. EARL MONAHAN, 96.....	First High D
ELMER S. COOGAN, 96.....	First High E

## SAINT IGNATIUS ACADEMY

## FIRST HONORS

*Fourth Year*

LAWRENCE J. BRADY  
HENRY J. HRODEJ  
JOHN A. BLAKE

FRANCIS R. GUIDO  
RAYMOND H. JEZISIK  
EDWARD J. SCHIMA

WALTER C. WEST

*Third Year*

THOMAS J. SENESE  
BERNARD J. McDEVITT  
JAMES A. PENNY  
RICHARD T. TOBIN  
CASIMIR P. LAZARSKI

EDWARD C. KRUPKA  
THOMAS F. HARRINGTON  
MARSILE J. HUGHES  
DAVID V. GRANT  
H. ALAN NEWHART

J. JAMES MARSH

*Second Year*

THOMAS J. BARRY  
HENRY E. KEOUGH  
EDWARD J. O'CONNOR  
HENRY A. O'CONNOR  
VINCENT P. O'CONNOR  
WILLARD A. ELWARDS  
HARRY J. LOFTUS  
MARTIN F. BLAKE  
JOSEPH P. HARVEY  
FRANCIS X. McQUILLAN

JOHN C. KING  
METHODIUS F. CIKRIT  
J. EDWIN WALSH  
JAMES J. O'HEARN  
FRANCIS L. SAVISKAS  
CHARLES C. COLLINS  
EDWARD L. BARRY  
W. EUGENE TROY  
EDWARD F. NEALON  
WALTER M. GOODWILLIE

*First Year*

FRANCIS J. BOUSKA  
HUGH A. NEVIN  
J. JOSEPH FLYNN  
THOMAS M. KAVANAGH  
JOSEPH T. MCCARTHY  
JOHN WCISLO  
JAMES A. RONAN  
HOWARD J. BARRY  
JOHN O. TUOHY  
MARTIN W. TARPEY  
MAURICE P. DRISCOLL  
LEONARD F. MAHER  
FRANCIS L. MULBRANDON  
JEROME J. CONDON  
JULIUS E. GILEWSKI  
FRANCIS A. LITTLE  
VERNON A. EVANS

W. ONAHAN GALLERY  
WILLIAM M. DALTON  
JAMES A. HAGERTY  
RAYMOND T. GRANT  
EDWARD J. OWENS  
ROBERT J. HAWKINS  
WILLIAM J. DEVLIN  
HERBERT A. EGGERT  
JOSEPH F. BOEHMER  
PAUL M. COCOT  
ALFRED H. HAYMAN  
DAVID J. DUFFY  
GEORGE A. WILTRAKIS  
EDWARD J. O'GRADY  
EMMETT F. KELLY  
JOHN T. DILLON  
RAYMOND W. KERWIN

SECOND HONORS

*Fourth Year*

GEORGE D. NEWHART	JOSEPH C. BILSTEIN
WALTER G. O'BRIEN	GEORGE W. HANSON
JOSEPH M. CULLEN	FRANCIS J. BREEN
GEORGE R. PIGOTT	

*Third Year*

ARTHUR J. KEATE	ALFRED A. SCHUBERT
DOMINIC G. MULLIGAN	RAYMOND H. COLLINS
FRANCIS V. SCHORSCH	ALBERT J. SEDLACK
HARRY J. GARLAND	JOSEPH J. MOCKUS
JOHN S. RUSSELL	MICHAEL P. MAHON

*Second Year*

JOSEPH A. CROWE	JOHN B. MINOGUE
R. EMMETT RYAN	JAMES A. GILLEN
WENCESLAUS F. STANEK	JAMES P. CARMODY
JOHN P. COFFEY	JAMES P. COLLINS
JOHN T. SCANLON	FRANCIS P. CULLEN
CONRAD J. MAROTH	JOHN F. STAVA

*First Year*

THOMAS F. ENGLISH	ANDREW G. STOECKER
ROBERT J. JOHNSTON	ROBERT J. JOHNSON
PATRICK I. BOYLE	JOHN F. IDLER
LEO J. HARTNETT	WILBUR J. FLYNN
JOSEPH E. COAKLEY	THOMAS H. CORBETT
JAMES F. KEARNEY	LESTER F. MURRAY
JOSEPH A. SCHMIDT	JOSEPH T. COYLE
ARTHUR C. MALY	LEONARD M. WOJCZYNSKI
JAMES F. MAGUIRE	DONALD O. NEWHART
JOSEPH J. MUELLEMAN	JOHN E. O'LAUGHLIN
J. EARL WILSON	GERALD J. CRONIN
JOHN R. IRWIN	MARTIN J. PATT
JEROME J. VLK	

## ELOCUTION MEDALS

## THE GOLD MEDAL

In the Fourth Year was won by  
William J. Grogan

In the Third Year the Gold Medal was won by  
John J. Maciejewski

In the Second Year the Gold Medal was won by  
Edward L. Barry

In the First Year the Gold Medal was won by  
Emmett F. Kelly

RESERVE OFFICERS' TRAINING CORPS

---

St. Ignatius Academy readily accepted the invitation of the United States Government to organize, under governmental supervision, a unit of the Reserve Officers' Training Corps. The primary object of such units is to qualify the students for reserve officers by systematic methods of training. The methods employed prepare them to perform intelligently the duties of commissioned officers; and enable them to be thus trained with the least practicable interference with their studies and future careers. The drills which form the general object of the Reserve Officers' Training Corps, have a disciplinary value not to be obtained in any other way and serve as a groundwork upon which to build a military bearing and discipline among the students. The instruction required is co-ordinated with the Academy schedule of studies. Arms, uniforms and equipment are issued by the government to the Academy and are distributed to the members of the corps.

Credit will be given for the work done in the Junior Unit toward advanced military standing so that a member of the Junior Unit who has done substantially the same work as that given for the first two years of the Senior Unit may be given advanced standing which will entitle him to commutation of subsistence the first year he enters college. This commutation of subsistence, made in cash by the government, will amount to more than is necessary to defray the cost of the student's tuition during those two years of his college course.

FRANK B. McKENNA, Major Inf. U. S. A.  
Commanding Officer and Director of  
Military Science and Tactics

JOHN F. SMITH, Sergeant Inf. U. S. A.  
Assistant Instructor in Military Science and Tactics

## ROSTER R. O. T. C.

## Company A

Capt. John N. LeFebvre

1st Lieut. Edwin J. Kenney

2nd Lieut. Edward A. Riley

Barry, Edward L.	Little, Francis A.
Barry, William D.	Maciepewski, John J.
Birmingham, Joseph J.	Maciejewski, Raymond
Bolton, Robert E.	Maher, Leonard F.
Caraher, Gerald J.	Marsh, James J.
Campbell, Francis J.	McCarthy, Joseph T.
Campbell, Robert F.	McDonnell, Philip J.
Carmody, James P.	McGarry, Joseph T.
Coogan, Elmer S.	McKenna, Thomas G.
Collins, Charles C.	Mockus, Joseph J.
Connelly, Patrick M.	O'Dowd, James J.
Crane, Cyril V.	O'Mara, Leslie J.
Crawford, Edward J.	O'Ryan, John Fergus
Eckman, Lawrence J.	Penny, James J.
Fitzpatrick, Collins T.	Peterson, Theodore J.
Foley, Charles J.	Phelan, William E.
Garland, Harry J	Pritzen, eBrnard M.
Gillan, John C.	Rueter, Milton J.
Gorman, Joseph P.	Sedlack, Albert J.
Halleck, Joseph W.	Smith, Karl M.
Kane, William T.	Sullivan, Wm. M.
Keate, Arthur J.	Taylor, Joseph H.
Kelliher, Edward F.	Tenerowicz, Anton C.
Keough, Henry E.	Tobin, Richard T.
King, John C.	Vaghan, Lester V.
Kozlowski, Florian S.	Williams, Marco H.
Krupka, John L.	Wilson, Mark A.
Lalla, George J.	Will, Willard M.
Lane, George A.	Zimmerman, Henry P.
Leahy, Thomas E.	

## Company B

Capt. James Louis Cavanaugh

1st Lieut. Henry A. O'Connor

2nd Lieut. Patrick D. Beckham

Boehmer, Joseph F.	Carr, Marvin J.
Borucki, Thaddeus	Coakley, Joseph
Boyle, Patrick I.	Condon, Jerome J.
Brown, John P.	Corbett, Thomas H.



Corbett, William J.  
 Corcoran, John J.  
 Dalton, William M.  
 DeCoste, George  
 DeStefano, Emilo R.  
 Duffy, David J.  
 Flynn, Claude M.  
 Flynn, Wilbur J.  
 Foley, John U.  
 Ford, John L.  
 Gavin, John E.  
 Gilgar, Henry M.  
 Gillen, James A.  
 Graczykowski, Joseph  
 Grant, Raymond T.  
 Hagerty, James A.  
 Hartmnett, Leo J.  
 Hawkins, Robert  
 Hyland, Thomas P.  
 Irwin, John R.  
 Kearney, James F.  
 Kennedy, Harold J.  
 Kerwin, Raymond W.  
 Krusinski, Walter A.  
 Mally, Theodore G.  
 McCarthy, Joseph S.  
 McGivney, James F.

McQuillan, Francis X.  
 Maistkowski, Edward  
 Muelleman, Joseph J.  
 Monahan, Owen F.  
 Monahan, W. Earl  
 Murphy, Timothy J.  
 Nolan, William J.  
 O'Connell, Charles J.  
 O'Conner, Henry A.  
 O'Donnell, Thomas F.  
 O'Grady, Edward J.  
 O'Hearn, James J.  
 Quinn, George F.  
 Rooney, Francis J.  
 Roth, William M.  
 Rowan, James A.  
 Ryan, John F.  
 Ryan, Thomas F.  
 Ryan, William K.  
 Schmitt, Albert M.  
 Sloan, John J.  
 Thomas, Stephen  
 Valancius, Anastasius  
 Walkowiak, Stanley A.  
 Wratkowsky, Cyril F.  
 Wright, Joseph A.

### Company C

Captain Clarence A. Eber

1st Lieut. Albert J. Woll

2nd Lieut. William O. Gallery

Atkinson, Hubert B.  
 Berens, Cornelius S.  
 Boyd, Robert J.  
 Burke, Edmund P.  
 Burke, James L.  
 Broderick, John T.  
 Cholewinski, Edward J.  
 Cholewinski, Stanislaus J.  
 Colbert, Franklin B.  
 Coyle, Joseph T.  
 Creighton, Harry J.  
 Deering, Lawrence J.  
 DeStefano, Vincent R.

Devlin, William J.  
 Edwards, Willard A.  
 Flood, John F.  
 Gilewski, Julius E.  
 Gubbins, Joseph E.  
 Hayman, Alfred H.  
 Johnston, Robert J.  
 Knaisel, Marion E.  
 Maurer, George E.  
 McGrath, Daniel J.  
 McNichols, George H.  
 Moore, David J.  
 Moroney, Thomas L.

Murphy, George E.	Schmidt, Joseph A.
Murray, Lester F.	Schubert, Alfred A.
O'Connor, Glynn L.	Smith, Francis A.
Owens, Edward J.	Tobin, Paul E.
Patt, Martin P.	Turek, James J.
Pierzynski, Boleslaus S.	Walsh, James Edwin
Piper, Charles A.	Wells, Joseph N.
Plucinski, Thaddeus S.	Wilcox, Albert
Pouzar, Henry	Wilson, Earl
Pritzen, Aloysius A.	Wiltrakis, George A.
Rose, James B.	Wiza, Francis
Ryan, Robert E.	Woll, Albert J.

### Company D

Captain James J. Mahoney

1st Lieut. Eugene P. Sullivan

2nd Lieut. Maurice P. Driscoll

Baldwin, Philip G.	Kelly, Ignatius E.
Barry, Thomas J.	Kelly, James E.
Blake, Martin F.	Koneski, Chester
Bolin, William E.	Loftus, Henry J.
Brennan, Philip G.	Maguire, James F.
Cahill, Thomas C.	Maly, Arthur C.
Caraher, Leslie H.	Mally, John J.
Coffey, John P.	McMahon, Daniel J.
Cooney Joseph F.	Morrissey, Dennis J.
Conley, Philip J.	Mulbrandon, Francis L.
Cronin, Cornelius J.	Mulderink, Robert G.
Deegan, Francis J.*	Mullin, John E.
Devery, John J.	Mulvey, Paul J.
Dick, Edward L.	Nevin, Hugh A.
Dillon, William B.	O'Connor, Edward J.
Dunne, Sarsfield J.	Prindiville, Edward
Eggert, Herbert A.	Ronan, James A.
English, Thomas F.	Ryan, John G.
Erhart, Charles J.	Savickas, Francis L.
Evans, Vernon L.	Scanlon, John T.
Fairman, G. Milton	Schorsch, Francis V.
Fitzgerald, Robert A.	Slobig, William J.
Flaherty, Peter W.	Smith, Francis P.
Griffin, George L.	Stanek, Wenceslaus, F.
Hickey, Daniel D.	Tuohey, John O.
Hopkins, James F.	Tures, William J.
Idler, John F.	Wietrzykowski, John J.
Johnson, Robert A.	Wilbur, George F.

\*Died May 2, 1919

## Register of Students

## FOURTH YEAR

Bardon, George Morgan  
Bilstein, Joseph Charles  
Blake, John Augustin  
Brady, Lawrence John  
Breen, Francis Joseph  
Breen, Henry Dennis  
Bush, Gordon Leonard  
Byrnes, Walter Everett  
Case, Eugene Russell  
Condon, Lawrence John  
Conroy, Theodore Joseph  
Cranor, Benjamin  
Cronin, John Edward  
Crowe, John Vincent  
Cullen, Joseph Matthew  
Daly, Joseph Anthony  
Dankowski, John Edward  
Day, Dudley Leonard  
Desmond, Paul Francis  
Duerinck, Peter Jacob  
Fahey, William Edward  
Favel, William Ernest  
Ferring, Aloysius Henry  
Finnamore, Walter Francis  
Fitzpatrick, Lawrence William  
Flavin, John Joseph  
Foley, John Henry  
Foley, Wilbert Michael  
Goodwillie, Earl Leo  
Grogan, William Joseph  
Guido, Francis Ralph  
Gubbins, John Joseph  
Hagedorn, Harry Peter  
Hanson, George William  
Hayes, Thomas Edward  
Healion, Leo Michael  
Henri, Vincent Ignatius  
Higgins, John Bartholomew  
Hrodej, Henry Joseph  
Jezisik, Raymond Henry

Kelly, George Francis  
Kelly, James William  
Kerin, John Charles  
Knaisel, Stephen Anthony  
Koelbel, Gerhardt Joseph  
Kopicki, Bernard Joseph  
Kopicki, Thomas Stanislaus  
Krasniewski, John  
Lachowicz, Zygmunt  
Larkin, James Joseph  
Lodge, Ralph Edwin  
Lucas, Joseph Francis  
Mahoney, Leonard Anthony  
McDermid, Joseph Aloysius  
McGarraghy, James Joseph  
McGraw, James Joseph  
McGuire, Francis Henry  
McKenna, Thomas James  
McNally, Martin Jerome  
McTigue, Francis Michael  
Meehan, Harry Joseph  
Melcher, Arthur Clement  
Mitchell, Ernest Joseph  
Malloy, John Carroll  
Moore, Stephen James  
Moroney, Emmet Raymond  
Mulroy, John Robert  
Nausieda, Peter Benedict  
Newhart, George David  
Niehoff, Paul Bernard  
Noonan, Paul Camillus  
Nosek, Francis George  
O'Brien, Walter Gregory  
O'Malley, John Michael  
O'Meara, William Desmond  
O'Ryan, John Fergus  
Pellettiere, Edmund Victor  
Pigott, George Ragor  
Riordan, Joseph Thomas  
Rogan, Harold James

Roubik, George Arthur  
 Ryan, Philip Richard  
 St. Aubin, Raymond de  
 Scanlan, Gerald Joseph  
 Schaefer, Charles Philip  
 Schima, Edward Joseph  
 Senn, Ralph William  
 Somers, Walter Joseph  
 Sullivan, Bernard Hugh

Sullivan, Edmond John  
 Sullivan, Thomas Jordan  
 Tadda, Francis Joseph  
 Thomas, Richard Henry  
 Traynor, Maurice  
 Waddell, George Patrick  
 West, Walter Charles  
 Wetzel, Raymond Leo  
 Wood, Sidney Edward

### THIRD YEAR

Barth, James Raymond  
 Barth, Francis Ralph  
 Bell, Robert Irving  
 Bolin, William Frawley  
 Bolton, Robert Emmet  
 Brennan, Philip Gaul  
 Burke, Thomas Francis  
 Burke, Thomas Niles  
 Callahan, James Joseph  
 Campbell, Robert Francis  
 Caraher, Gerald James  
 Carroll, John Joseph  
 Coan, John Joseph  
 Collins, Raymond Henry  
 Conley, Philip Aloysius  
 Connelly, Patrick Michael  
 Coughlin, Walter James  
 Cronin, Cornelius David  
 Cunningham, Patrick  
 Dee, Eugene Francis  
 Devery, John Joseph  
 Dillon, James Patrick  
 Dowiat, Stanislaus Alfons  
 Dunne, Sarsfield Wallace  
 Eber, Clarence Anthony  
 Finnegan, Dennis Ignatius  
 Flynn, John Joseph  
 Gallagher, Charles Joseph  
 Gannon, Daniel Joseph  
 Garland, Harry Joseph  
 Goldthwaite, John William  
 Gorman, Joseph Paul  
 Grant, David Veale

Griffin, Thomas Francis  
 Griffin, Richard Anthony  
 Gubbins, Joseph Francis  
 Harrington, Thomas Francis  
 Hennessey, John Anthony  
 Hickey, Daniel Joseph  
 Hoffmann, Charles Conrad  
 Hughes, Marsile Joseph  
 Keate, Arthur James  
 Kehoe, Francis Busch  
 Kelly, John Joseph  
 Kelly, Thomas Francis  
 Kempa, Theophile Albert  
 Kenny, Edwin James  
 Krupka, Edward Charles  
 Kubiszewski, Francis Lawrence  
 Kulinski, Casimir Aloysius  
 Kyle, Charles William  
 Labno, Joseph Albert  
 Lazarski, Casimir Paul  
 Le Febvre, John Napoleon  
 Lynch, Daniel Edward  
 Maciejewski, John James  
 Mahon, Michael Patrick  
 Marsh, Joseph James  
 McDevitt, Bernard John  
 Mockus, Joseph James  
 Morrissey, Dennis Joseph  
 Mulligan, Dominic Gabriel  
 Newhart, Henry Alan  
 Novak, Joseph Charles  
 Nulty, Philip Edward  
 O'Connell, Charles Joseph

O'Connor, Patrick Thomas  
 O'Laughlin, James Andrew  
 O'Mara, Leslie Joseph  
 O'Neill, Gerald George  
 O'Neill, Michael Vincent  
 Palacek, Francis James  
 Penny, James Albert  
 Pritzen, Bernard Michael  
 Rogan, George Philip\*  
 Russell, John Smyth  
 Ryan, Stanley Hollis  
 Salmon, James Patrick  
 Schell, Joseph Emmett  
 Schorsch, Francis Vincent  
 Schubert, Alfred Anthony

Sedlack, Albert Joseph  
 Senese, Thomas Joseph  
 Sheridan, Philip Henry  
 Smart, Joseph John  
 Somerville, Henry Francis  
 Sullivan, Eugene Patrick  
 Sweeney, John Francis  
 Taylor, Joseph Henry  
 Tobin, Richard Thomas  
 Travis, William Charles  
 Tyrakowski, Alexis Chester  
 Weigand, Charles Flemming  
 Wietrzykowski, John Florian  
 Wleklinski, Sylvester Michael  
 Zeleznikar, Michael

## SECOND YEAR

Andrulaitis, Joseph John  
 Barry, Edward Leo  
 Barry, Thomas Joseph  
 Beckham, Patrick Daniel  
 Berens, Cornelius Aubrey  
 Bitter, Francis Henry  
 Blake, Martin Francis  
 Boyle, James Francis  
 Broderick, John Thomas  
 Brosseau, Joseph Adolph  
 Brown, Joseph Francis  
 Bulfin, Vincent Thomas  
 Cahill, Thomas Cornelius  
 Campbell, Francis Joseph  
 Caraher, Leslie Henry  
 Carmody, James Patrick  
 Caron, Clarence Eldred  
 Carr, Marvin Joseph  
 Cavanaugh, James Louis  
 Cerney, William Joseph  
 Cikrit, Methodius Francis  
 Coakley, John William  
 Coffey, John Patrick  
 Collins, Charles Cornelius  
 Collins, James Patrick

Corcoran, John Joseph  
 Crane, Cyril Vincent  
 Crawford, Edward Joseph  
 Crowe, Charles John  
 Crowe, Joseph Allan  
 Culhane, Thomas Joseph  
 Cullen, Francis Paul  
 Cunningham, Leonard William  
 Czaja, William Francis  
 De Stefano, Rocco Emilio  
 Dick, Edward Louis  
 Drever, Richard Joseph  
 Eckmann, Laurence Jerome  
 Edwards, Willard Ambrose  
 Farley, Eugene  
 Farley, John Joseph  
 Finnegan, Eugene Edward  
 Fitzpatrick, Collins Thomas  
 Flaherty, Peter William  
 Flood, James Joseph  
 Foley, Charles Joseph  
 Ford, John Lawrence  
 Gambony, George William  
 Gillen, James Aloysius  
 Goggin, Edward Stephen

---

\*Died October 10, 1918.



Goodwillie, Walter Mahlon	McWhinnie, Raymond Turner
Gorny, Francis Ferdinand	Minogue, John Baptist
Griffin, George Leo	Moroney, William Leo
Hannapel, Matthew John	Mulderink, Robert George
Hart, John Patrick	Mullin, John Edward
Harvey, Joseph Patrick	Mulvey, Paul Joseph
Higgins, David Jeremiah	Murphy, Joseph Vincent
Hoag, William David	Nadon, George Felix
Hopkins, James Francis	Nealon, Edward Francis
Horan, Harry Owen	O'Brien, William Emmet
Janik, Joseph	O'Connor, Edward Joseph
Kane, Thomas Eveans	O'Connor, Henry Aloysius
Karolewski, Raymond	O'Connor, Vincent Patrick
Keenan, William Brooks	O'Day, George Patrick
Kelliher, Edward Francis	O'Donnell, Alexander Francis
Kelly, Edward James	O'Hearn, James Joseph
Kelly, John Bailey	Peterson, Theodore Joseph
Keough, Henry Elijah	Phelan, Edward Hyacinth
Kiely, George James	Phelan, William Edward
King, John Charles	Plucinski, Thaddeus Stanislaus
Konigsmark, William Joseph	Pykett Daniel Joseph
Kozlowski, Floryan Stanley	Reuter, Walter Joseph
Kraus, Walter Paul	Riley, Edward Anthony
Lalla, George John	Ring, Joseph Aloysius
Lane, George Aloysius	Rooney, Francis Joseph
Lavin, Edward Eugene	Roth, William Nicholas
Loftus, Harry John	Ryan, John Gregory
Mahoney, James Joseph	Lucken, George Harley
Major, Joseph Powers	Ryan, Robert Emmett
Maroth, Conrad Joseph	Savickas, Francis Louis
Maurer, John Aloysius	Scanlon, John Thomas
McCrathy, Joseph Thomas	Schmidt, Alfred William
McCrathy, Terence Ignatius	Slobig, William John
McCurry, William Joseph	Smith, Francis Patrick
McDonagh, Charles Michael	Smith, Karl McCallion
McDonnell, Philip James	Stagg, Yves Francis
McGarry, Joseph Thomas	Stanek, Wenceslaus Francis
McGrath, Daniel Joseph	Stava, John Francis
McGuire, Martin Francis	Sullivan, Francis Xavier
McLaughlin, William John	Sullivan, Robert Francis
McMahon, Daniel Gordan	Sullivan, William Marvin
McNally, James Bernard	Tenerowicz, Anton Casimir
McNally, William Joseph	Thomas Stephen Arthur
McQuillan, Francis Xavier	Tobin, Paul Elmer
McTigue, John Aloysius	



Troy, William Eugene  
 Tures, William John  
 Valancius, Anastasius  
 Walkowiak, Stanley Anton  
 Walsh, James Edwin  
 Wells, Joseph Norman  
 Wetzell, Victor Joseph

Weyna, Cisimir Mack  
 Wilbur, George Francis  
 Williams, Marco Hanore  
 Woll, Willard Matthew  
 Worth, Charles Royden  
 Wratkowski, Cyril Francis  
 Zimmerman, Henry Paul

### FIRST YEAR

Atkinson, Hubert Berley  
 Ackermann, Philip Joseph  
 Bader, Clyde Joseph  
 Bladwin, Philip Gerald  
 Barry, Howard Jerome  
 Barry, William David  
 Bateman, William Joseph  
 Bialk, Florian Adam  
 Birmingham, John Joseph  
 Boehmer, Joseph Francis  
 Borucki, Thaddeus  
 Bouska, Francis James  
 Boyd, Robert Joseph  
 Boyle, Patrick Ignatius  
 Brice, Thomas John  
 Bronsky, William John  
 Brown, John Philip  
 Bulfin, William Joseph  
 Burke, Edmund Patrick  
 Burke, James Leo  
 Byrne, Joseph Michael  
 Byrnes, John Francis  
 Cholewinski, Edward  
 Cholewinski, Stanley  
 Cline, Joseph Eugene  
 Coakley, Joseph Eugene  
 Cocot, Paul Michael  
 Colbert, Franklin Benjamin  
 Condon, Jerome Joseph  
 Conley, Wilford Vincent\*  
 Coogan, Elmer Sylvester  
 Cooney, Joseph Francis

Corbett Thomas Harold  
 Corbett, William Joseph  
 Cotter, Raymond Francis  
 Coyle, Joseph Thomas  
 Creighton, Harry Joseph  
 Cronin, Gerald James  
 Cummings, Arthur John  
 Dalton, William Michael  
 De Coste, George Edward  
 Deegan, Francis Joseph†  
 Deering, Lawrence Joseph  
 DeStefano, Vincent Rocco  
 Devlin, William Joseph  
 Digan, Eugene Owen  
 Dillon, John Thomas  
 Dillon, William Brendan  
 Dolan, John Edward  
 Donovan, William  
 Driscoll, Maurice Patrick  
 Duffy, David Joseph  
 Eggert, Herbert Aloysius  
 English, Thomas Francis  
 Erhart, Charles Andrew  
 Evans, Vernon Lawrence  
 Fairman, George Milton  
 Farrell, Thomas Aloysius  
 Finnegan, Joseph Thomas  
 Fish, Michael  
 Fitzgerald, Robert Anthony  
 Fitzgerald, Thomas Emmett  
 Flood, John Francis  
 Flynn, Claude Albert

---

\*Died September 27, 1918.

†Died May 2, 1919.

Flynn, John Joseph	Koneski, Chester
Flynn, Wilbur Joseph	Kopanski, Alexander William
Foley, John Urban	Kratschmer, Edward Dennis
Frankowski, Joseph	Krupka, John Miles
Gallery, William Onahan	Krusinski, Walter Anton
Gavin, John Edward	Lardner, John Ignatius
Gildo, Samuel	Larkin, John Coleman
Gilewski, Julius Edward	Lawler, Cotter Ignatius
Gilgar, Henry Martin	Leahy, Thomas Emmett
Gillan, John Christopher	Little, Francis Aloysius
Graczykowski, Joseph	Lowery, Charles Hugh
Grant, Lloyd Joseph	Maciejewski, Raymond
Grant, Raymond Thomas	Mackin, Francis John
Gubbins, Joseph Eugene	Magner, Thomas Gerald
Hagerty, James Aloysius	Maguire, James Francis
Haggerty, James Anthony	Maher, Leonard Francis
Halleck, Joseph William	Mally, John Joseph
Hardenbrook, Thomas Ross	Mally, Theodore George
Hartnett, Leo Joseph	Maly, Arthur Charles
Hawkins, Robert Joseph	Mattmuller, Frederick
Hayman, Alfred Henry	Maurer, George Edward
Healy, Joseph Thomas	McCarthy, Joseph Stephen
Heffernan, Joseph Thomas	McCarthy, Joseph Thomas
Huesing, Gerald Henry	McGinnis, Harry Aloysius
Hyland, Thomas Patrick	McGivney, James Francis
Idler, John Francis	McKenna, Thomas George
Irwin, John Robert	McNichols, George Henry
Janeczko, John	Miastkowski, Edward
Johnson, Robert Adelbert	Michuda, Leo Lawrence
Johnston, Robert Joseph	Miehlich, Francis Edward
Kane, William Ignatius	Miller, Vincent Anthony
Kavanagh, Thomas Matthew	Monahan, Owen Francis
Kearney, James Francis	Monahan, William Earl
Kehoe, Vincent James	Moore, David Joseph
Kelly, Edward Quinlan	Moore, Peter Randall
Kelly, Emmett Francis	Moroney, Thomas Logan
Kelly, Ignatius Evan	Muelleman, Joseph John
Kempa, Stanley Bernard	Mullbrandon, Francis Leo
Kennedy, Edward Charles	Mulligan, George Francis
Kennedy, Harold Joseph	Murphy, George Edwin
Kenney, John Joseph	Murphy, Francis Irwin
Kerins, Andrew John	Murphy, Timothy James
Kerwin, Raymond Whipple	Murray, Lester Francis
Kiley, John Joseph	Muss, Edward Joseph
Knaisel, Marion Edward	Mustari, Benjamin

Nash, Thomas Patrick  
 Nevin, Hugh Aloysius  
 Newhart, Donald O'Connor  
 Nolan, William Joseph  
 Norpell, Martin Thomas  
 Novak, Joseph  
 O'Brien, Elmer Leo  
 O'Connell, Ralph Leo‡  
 O'Connor, Edmund Ignatius  
 O'Connor, Glynn Leo  
 O'Connor, William Joseph  
 O'Donnell, Thomas Francis  
 O'Dowd, James Joseph  
 O'Grady, Edward James  
 O'Laughlin, John Edward  
 Owens, Edward Joseph  
 Owens, Edward Patrick  
 Patt, Martin Joseph  
 Pierzynski, Boleslaus Stanislaus  
 Piper, Charles Anselm  
 Pouzar, Henry  
 Prindiville, Edward  
 Pritzen, Aloysius Augustine  
 Quinn, George Francis  
 Reedy, John Thomas  
 Richardson, Edwin Joseph  
 Ronan, James Aloysius  
 Rooney, Joseph James  
 Rose, James Bonaventure  
 Rowan, James Ambrose  
 Rowan, William Joseph  
 Rueter, Milton John  
 Russell, Dennis Paul  
 Ryan, John Francis  
 Ryan, Thomas Francis

Ryan, William Kelly  
 Scheribel, Alfred Michael  
 Schmitt, Albert Matthew  
 Schmidt, Joseph Anthony  
 Schmidt, Nicholas Aloysius  
 Shea, John Edward  
 Shields, John Vincent  
 Shinkus, Anthony George  
 Sloan, Terence John  
 Smith, Francis Andrew  
 Stafford, Francis Gordon  
 Stoecker, Andrew George  
 Sullivan, Emmett Stephen  
 Tarpey, Thomas James  
 Tarpey, Martin William  
 Teply, George Francis  
 Tlapa, Joseph John  
 Tuohy, John O'Hern  
 Turek, James Charles  
 Turek, John Ignatius  
 Vaughan, Lester Vincent  
 Vlk, Jerome Jarlath  
 Wcislo, John  
 Weber, Earl Joseph  
 Weldon, Charles Richard  
 Wilcox, Albert James  
 Wilson, Francis Michael  
 Wilson, John Earl  
 Wilson, Mark Anthony  
 Wiltrakis, George Augustine  
 Wiza, Francis  
 Wojczynski, Leonard Martin  
 Woll, Albert Joseph  
 Wright, Joseph Aloysius  
 Wroblewski, Albert William

---

‡Died February 1, 1919.

PRINTED BY  
LOYOLA UNIVERSITY PRESS  
CHICAGO, ILL.



**1919 — 1920**

**Entrance Examination, August 28**

**Registration Days, September 3, 4, 5**

**Class Begins Monday, September 8**



1522  
1919/20

THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

# LOYOLA UNIVERSITY

---

## SAINT IGNATIUS HIGH SCHOOL

CHICAGO, ILL.



1920

Supplement to General Catalogue

UNIV. OF MO.  
MAY - 3 1921  
LIBRARY



CATALOGUE  
OF  
ST. IGNATIUS HIGH SCHOOL

---

Address: The Principal  
St. Ignatius High School, Chicago, Illinois  
1076 Roosevelt Road, W.  
Telephone: Monroe 1391

---

1920

LOYOLA UNIVERSITY PRESS  
CHICAGO

## BOARD OF MANAGERS

---

REV. JOHN B. FURAY, S. J.  
President

REV. JOSEPH G. KENNEDY, S. J.  
Vice-President

REV. GEORGE P. SHANLEY, S. J.  
Secretary

REV. ALBERT F. ESTERMAN, S. J.  
Treasurer

REV. PATRICK A. MULLENS, S. J.

## FACULTY

---

REV. JOHN B. FURAY, S. J.  
PRESIDENT

REV. GEORGE P. SHANLEY, S. J.  
PRINCIPAL

REV. GEORGE H. MAHOWALD, S. J.  
ASSISTANT PRINCIPAL

MR. WILLIAM J. MCGUCKEN, S. J.  
MR. JOHN F. QUINN, S. J.  
FOURTH YEAR

REV. WILLIAM J. TALBOT, S. J.  
REV. CHARLES F. WOLKING, S. J.  
REV. JAMES J. MERTZ, S. J.  
THIRD YEAR

REV. WILLIAM H. TRENTMANN, S. J.  
MR. J. VINCENT KELLY, S. J.  
REV. FRANCIS D. STEPHENSON, S. J.  
MR. THOMAS S. BOWDERN, S. J.  
SECOND YEAR

REV. JAMES E. CONAHAN, S. J.  
REV. FRANCIS X. BREEN, S. J.  
REV. VALENTINE M. HORMES, S. J.  
REV. FRANCIS X. SENN, S. J.  
REV. JAMES PREUSS, S. J.  
MR. JOHN J. FOLEY, S. J.  
FIRST YEAR

MR. JOHN J. POLLARD, A. B.  
ALGEBRA

REV. DAVID F. HICKEY, S. J.  
CHEMISTRY

## SAINT IGNATIUS HIGH SCHOOL

REV. JAMES J. MERTZ, S. J.

MR. LEO W. KEELER, S. J.

FRENCH

REV. ROLAND J. KENNY, S. J.

SOLID GEOMETRY AND ADVANCED ALGEBRA

MR. FRANCIS J. MARESH, S. J.

PLANE GEOMETRY

MR. IGNATIUS WALSH, A. M.

HISTORY

CAPTAIN FRANK B. MCKENNA, U. S. A.

MILITARY SCIENCE AND TACTICS

REV. JOHN B. ESMAKER, S. J.

PHYSICS

ffl

MR. THOMAS S. BOWDERN, S. J.

MR. TIMOTHY J. BUCKLEY

SPANISH

REV. JOHN P. HOGAN, S. J.

CHAPLAIN

REV. JAMES PREUSS, S. J.

LIBRARIAN

EDWARD J. KIEFFER, M. D.

ATTENDING PHYSICIAN



## HISTORICAL SKETCH

---

The first Jesuit, whose name is identified with religious work in the organized diocese of Chicago is the Rt. Rev. James Oliver Van de Velde, second bishop of Chicago. Born in Mechlin, Belgium, he came to the New World to consecrate his life to missionary work there. February 11th, 1849, he was consecrated Bishop in the University church of St. Louis and came at once to rule the young diocese of Chicago, left vacant by the death of Bishop Quarter. Missionary Fathers of the Society of Jesus visited the city during the following years. In the year of 1855, Rev. Arnold Damen, then in the prime of life and the fullness of his power, appeared in the pulpit of old St. Mary's on the corner of Wabash Avenue and Madison Street. So great was the fruit of this mission and so great too the need of priests in the growing diocese that the Bishop of Chicago, the Rt. Rev. Anthony O'Reagan sent an earnest petition to the Superior of the Society of Jesus to found a house of the Order in his diocese.

The request met with a favorable reception in St. Louis. The spiritual needs of the community as well as the prospects of a large Catholic population in the near future, particularly appealed to superiors. Accordingly Father Arnold Damen and Father Charles Truyens were ordered to Chicago. They arrived here on the 4th of May, 1857 and presented themselves to the Rt. Rev. Bishop, who received them with gratitude and fatherly kindness.

Bishop O'Reagan immediately exerted himself to provide the new fathers with a suitable parish. He first offered to turn over to them the Holy Name Church with the understanding that the University of St. Mary of the Lake should pass under the control of their order as soon as the necessary faculty could be provided. This offer was a generous one, but Fr. Damen, in whom zeal and piety were singularly united

with prudence and a far seeing business capacity, after careful investigation, declined. To begin with a church already built and a congregation already established, did not appeal to the missionary spirit of the zealous priest. He wished, as he expressed it, "to begin at the bottom," to select a site to build his own church and to gather around him a congregation of his own choosing.

A site on the North Side and another in the vicinity of Union Park were for some time under advisement, but these neighborhoods even then seemed likely to attract the wealthy and crowd out the workingman. It was to the poor that Father Damen, like his Divine Master, wished the Gospel to be preached. Finally toward the end of May the present location in the western part of the city was purchased for the sum of \$17,900, and Father Damen began at once to arrange for a church. When the fact of the purchase became known it met with universal astonishment and disapprobation. The land was at least a mile distant from the houses which made up the city; there were few homes and fewer Catholic families in the neighborhood and of course, there were none of the modern means of transportation which could induce those who labored in the city to make their homes in the suburbs. That so many excellent locations should be passed over in favor of the one which seemed so poor, was considered by many as a disastrous beginning for the Jesuits of Chicago.

At the cost of \$1,600 a small wooden church was erected on May and Eleventh Streets, under the title of the Holy Family. A city seemed to spring up from the prairie around the Church of the Holy Family, and two months later at the end of August, the structure was found too small and a temporary addition was made.

For thirteen years Father Damen and his associates labored in the building up of a whole circuit of efficient primary schools, until he saw in them material for a college, waiting, as ripened grain, to be gathered in by him. He saw that a Catholic institution of higher education was imperatively needed in this great Western Metropolis, and in 1869 he began

to erect a college building on the ground lying to the East of the Church on a lot formerly occupied by a Lutheran church. The building was not wholly complete when, on September 5th, 1870, St. Ignatius College opened its doors for the first time. Only thirty students applied for admission. By the end of the first year the roll numbered ninety-nine. At the closing exercises of the first year no degrees were conferred. Declamations, songs, a humorous sketch and a debate gave the students ample opportunity to display what progress had been made during the year. One new class, First Humanities, was added the second year. It was the intention to add one new class every year. Before the end of the second year one hundred and forty-three students were in attendance; and from that day to the present time the college has steadily grown in size, reputation and the extent of its influence. During this term the great fire broke out just east of the college, but left the college buildings untouched. Classes were suspended during two weeks, while the buildings were used as relief stations for the distribution of provisions and clothing, for lodging homeless orphans. The closing exercises of the second year brought encomiums from the entire press of the city. But Father Damen's power as a preacher gave rise to insistent demands that he devote his time to giving missions in different parts of the country and it was deemed advisable to relieve him of the confining office of president.

Fr. Coosemans, the second president was a man whose prudence, business ability and gentle firmness in dealing with others had marked him for a position of command. He had filled the offices of President of Bardstown College and St. Louis University and had governed the Missouri Province of his order for nine years. He served but two years as head of St. Ignatius for in 1874, while preaching, he was suddenly seized with apoplexy and fell helpless to the floor.

It was during Father Coosemans administration that the Museum of Natural History, one of the greatest glories of St. Ignatius College, began to give promise of what it was afterwards to attain. This Museum contains one of the

largest private collections of zoological, botanical and mineralogical collections in the country. The Museum is a monument of the persevering labor of Father Shulak. The bishop of Chicago, Rt. Rev. Thos. Foley, having lost both his cathedral and his residence in the fire, accepted the hospitality of the Jesuits and remained with them for six months. Upon his departure he left a donation of one thousand dollars to be applied to the Museum. During this year the Students' Sodality, a potent influence for good, was formed. At the closing exercises on June 25, 1873, Mr. Philip J. Reilly received the degree of Master of Arts, the first degree conferred by the college.

From 1874 to 1877 Rev. John De Blicke was President. In 1876 the Chrysostomian Debating Society was formed and at the end of the year the first degrees in course were merited by seven members of the graduating class.

In 1877, Father Miles succeeded to the President's chair and during his administration much constructive work was done for studies: the course was lengthened to seven years, a scientific course, leading to the B. S. degree was introduced, a literary society, a choral club and a scientific academy were organized.

The years of Father Thomas O'Neil's term as President, from 1880 to 1884, constituted a period of quiet and steady growth. The appreciation of the public was manifested on many occasions. At one of the annual Commencement Exercises one archbishop, two bishops, thirty-seven members of the clergy and the Mayor of the city were present on the stage. On another the members of the city council promised to attend in a body.

Father Zealand was the sixth president. Marked attention was paid to science and a scientific circle was formed. In 1877 the registration passed the three hundred mark.

Upon assuming the presidency in 1887, Father Edward A. Higgins found a faculty of nineteen active and capable professors. A marked devotion to study, manifested in numerous public entertainments, characterized the period of his



administration. In response to the urgent requests of many Catholics in that part of the city, in 1888 the North Side Collegiate School was opened on LaSalle Street near North Avenue, as a branch of the College. The new school was moderately successful from the start, but its career was destined to be brief. The pupils numbered 36 at the start and when it was abandoned at the end of the second year there were 60 in attendance.

Under Father Higgins two new student organizations were founded, the Dramatic Club and the Athletic Association. Since that time gymnastic entertainments have been given almost yearly. Another improvement begun was the Students' Library Association. Both the Students' Sodality and the Acolythical Society had small libraries; these were combined into one, and students were made responsible for the care and distribution of the books. The students' library has prospered until it now numbers over eight thousand volumes, especially selected with a view to providing collateral reading for the work done in class. The Students may also consult the University library which contains about seventy thousand bound volumes. In 1888 appeared the first publication edited by the students, an eight-page paper called "Easter Chimes," the forerunner of the college magazine, which was to follow soon after.

In 1891 Father Thomas Fitzgerald assumed the office of President. Before the end of his term, three years later, the enrollment had reached four hundred and ninety six. The students continued to display an intense and practical interest in their work. Twenty-four public entertainments were given during these three years, and it is no unusual thing to read that "too many tickets were printed; many had to stand." One entertainment in particular is worthy of mention. On October 19, 1893, a celebration was held to commemorate Columbus Day, at which His Eminence, Cardinal Gibbons and the Papal Legate, Mgr. Satolli were present. During this year the first perpetual scholarship was founded by Miss Eliza McConville. A scientific academy and a Camera Club

were started in 1892 and all the photographs of the college, the museum, the gymnasium, the chapel, the library and the reading room, which we find in the catalogs of this period were the work of the members of this club.

In September, 1894, Father Fitzgerald was called, as were several of his predecessors, to the office of Provincial of the Missouri Province of Jesuits. His successor in the presidency was not appointed until December, when Father James Hoeffler was installed with fitting ceremonies. Father Hoeffler, who died in the Fall of 1913, is still remembered and venerated by a host of friends. His tolerant and sympathetic disposition endeared him to all. The first event of importance under his administration was the formation of the Alumni Association. The approaching silver jubilee of the college, which attracted to their Alma Mater the attention of all the former students, was rightly considered a favorable time to gather the alumni together in some permanent association. This was accomplished on February 10th, 1895.

The Silver Jubilee was celebrated with elaborate ceremonies in June, 1895. On June 23rd, there was a solemn Mass of thanksgiving in the presence of Rt. Rev. Edward Joseph Dunne, D. D. The following evening the Commencement exercises were held at the Auditorium. The speakers were Rev. John W. Melody, Hon. Richard J. Prendergast, Hon. Wm. J. Onahan, and His Grace, Most Rev. Patrick A. Feehan. On June 25 the alumni gathered in the college hall with intent, as the program tells us, to

Mingle with the friendly bowl

The feast of reason and the flow of soul.

The Silver Jubilee is commemorated by a lapidary tablet in the vestibule of the college. There is also among the archives of the college a letter from Pope Leo XIII conveying the Apostolic Blessing to the faculty, alumni and students. And certainly His Holiness must have looked with approbation upon the noble work accomplished, and accomplished for the glory of God and the welfare of the Church. At the time there were in attendance four hundred and ninety-four stu-



dents, who were receiving not only a thorough training in the classics and the sciences, but above all in their holy religion; young men who, if sound training and the possession of sound principles of conduct count for anything, could be expected to become worthy citizens of the republic and faithful sons of the Church. Fifty-nine former students had completed their theological studies and were engaged in the work of the sacred ministry. Almost fifteen hundred students matriculated at the college and came under an influence that could not fail to leave a stamp upon their characters and their lives. Of these sixty nine had completed the entire course and received their degrees.

The event of 1895 was the completion of the new college building. It is 128 feet long and 66 feet wide and is virtually fireproof. It is situated northwest of the original building and contains eighteen class rooms with a total seating capacity of over 500. The fourth floor is reserved for the physical and chemical laboratories, while in the basement are found the playroom and gymnasium. This structure is entirely modern throughout. The classrooms are admirably lighted and ventilated. The stairways are of iron and the exits so well arranged that when the signal is given for fire drill the entire building is emptied in less than ninety seconds.

On August 16, 1898, Father Hoeffler was called to a more difficult post, that of president of St. Louis University. His successor was not appointed until November 15, when Father John F. Pahls was promoted from the presidency of Creighton University to St. Ignatius College.

Thousands of newspaper clippings, preserved in the scrap-books, kept by the vice-president, bear testimony to the activity of the college during this period. Plays, elocution and oratorical contests, concerts and literary evenings followed one another in rapid succession. One more student organization was founded during Father Pahls's term of office—the Loyola Literary Society, to afford the high school students practice in debate.

From 1900 to 1908 Father Henry Dumbach was president

of St. Ignatius College. Under Father Dumbach, St. Ignatius College may be truly said to have reached the apex of its glory. The reputation of the college was now firmly established; when it presented its students to the public in any kind of entertainment, no hall was large enough to accommodate the throngs who came to hear them, and so intense was the activity of the students in a dozen directions, so constant and stimulating the encouragement given by the faculty, that scarcely a month passed without some event testifying eloquently to the fact that St. Ignatius College was in every way well abreast of the times. Not to dampen the ardor of those under his command, nor oppose the constructive measures they initiate—this undoubtedly is the secret of successful leadership, and therein lay one of Father Dumbach's chief claims to distinction. He was fortunate in having under him men of proved efficiency. Father Francis B. Cassilly had filled the position of vice-president with marked distinction under the two preceding presidents; and now equipped with an invaluable fund of experience he threw all his energies into the task of developing to the utmost whatever college activities were worthy of attention. His energy extended to the smallest detail of college routine, and his active mind made ample and timely provision for the success of every enterprise undertaken by the students. Space does not permit our speaking in detail all that Father Cassilly accomplished; it is enough to say that during his term of office the name of St. Ignatius College was a household word from one end of Chicago to the other.

Student societies prospered under Father Cassilly. An orchestra was organized which continues to appear at college entertainments. There was also formed a glee club and an academy choir. The first issue of the *St. Ignatius Collegian* appeared in April, 1901. This magazine is now a bi-monthly and is known as the *Loyola University Magazine*. In 1908 two other organizations came into existence; the college band and the Wyspianski (Polish) Literary Society.

Thirty seven years and six months after Father Damen

assumed the presidency with the purpose of building up, at whatever cost to himself, an institution where the educational wants of the Catholic youth of Chicago could be met, Father Burrowes came into office, keenly impressed with the idea that a college alone would no longer suffice, and that the building up of a university was a task reserved for him. As the title of Founder of the College belongs to Father Damen so the title of founder of the greater college, that is, of Loyola University belongs to Father Burrowes, who assumed the office of president in February, 1908. Under Father Burrowes the college and high school kept pace with the growing university and all their activities flourished.

From February, 1912 to August, 1915, Father John L. Mathery was president and during his administration the college as well as the entire university continued quietly to produce all the good to be expected. Father Mathery's policy was one of patient waiting and time has justified this attitude.

The fourteenth president and the present incumbent is Reverend John B. Furay who assumed office in August, 1915, and whose policy has been, not to open new departments, but to strengthen and solidify those already established.

Since 1902 ten free scholarships have been annually offered by St. Ignatius College to be competed for by the parish schools of the city. With each succeeding year the number of applicants for these coveted prizes increases until at present over 600 present themselves for the annual competition. The number of applicants and the fewness of the prizes, together with the fact that many of the boys are unable to get a higher education brought home to the faculty the need of enlarging the plan of scholarships. A canvass was made among the friends of the college who would be willing to help in carrying the burden. This appeal to the alumni and friends of the college and to the various Catholic organizations met with an immediate and generous response and an opportunity was thereby given to many poor boys who would otherwise be deprived of the advantages of a Catholic higher education.

## SYSTEM OF EDUCATION\*

---

The educational system in use at St. Ignatius Academy (substantially the same employed in two hundred and twenty-seven educational institutions conducted by the Society of Jesus in nearly all parts of the world), is guided by the principles set forth in the *Ratio Studiorum*, a body of rules and suggestions outlined by the most prominent Jesuit educators in 1599, revised in 1832, and attended up to the present with unflinching success.

Truly psychological in its methods, and based upon the very nature of man's mental processes, it secures on the one hand that stability so essential to educational thoroughness, while on the other it is elastic and makes liberal allowances for the widely varying circumstances of time and place. While retaining, as far as possible, all that is unquestionably valuable in the older learning, it adopts and incorporates the best results of modern progress. It is a noteworthy fact, however, that many of the recently devised methods of teaching, such as the Natural, the Inductive and similar methods, are admittedly and in reality mere revivals of devices recommended long ago in the *Ratio Studiorum*.

As understood by the Jesuits, education in its complete sense, is the full and harmonious development of all those faculties that are distinctive of man. It is more than mere instruction or the communication of knowledge. The requirements of knowledge, though it necessarily pertains to any recognized system of education, is only a secondary result of education itself. Learning is an instrument of education, which has for its end culture, mental and moral development.

---

\*Those who are desirous of further information on this subject are referred to "Jesuit Education," by Robert Swickerath, S. J., (Herder, St. Louis, 1903,) and to the numerous documents therein cited.



Consonant with this view of the purpose of education, it is clear that only such means, such as Science, Language and the rest, be chosen both in kind and amount, as will effectively further the purpose of education itself. A student can not be forced, within the short period of his school course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of knowledge has been scientifically divided. It is evident, therefore, that the purpose of the mental training given is not *proximately* to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic high school course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the Jesuit System that different studies have distinct educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalents can not be applied. The specific training given by one can not be supplied by another. The best educators of the present day are beginning to realize more fully than ever before that prescribed curricula, embracing well-chosen and co-ordinated studies, afford the student a more efficient means of mental cultivation and development. This, however, does not prohibit the offering of more than one of such systematic courses, as for instance, the Classical and the Scientific, in view of the future career of the individual. While recognizing the

importance of Mathematics and the Natural Sciences, which unfold the inter-dependence and laws of the world of time and space, the Jesuit System of education has unwaveringly kept languages in a position of honor, as an instrument of culture. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reason. Language and History effect a higher union. They are manifestations of spirit to spirit, and by their study and for their requirement the whole mind of man is brought into the widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers.

Finally, the Jesuit System does not share the delusion of those who seem to imagine that education, understood as an enriching and stimulating part of the intellectual faculties, has of itself a morally elevating influence in human life. While conceding the effects of education in energizing and refining the student's imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development, of themselves, have no moral efficacy. Religion alone can purify the heart and guide and strengthen the will. This being the case, the Jesuit System aims at developing side by side the moral and intellectual faculties of the student, and sending forth into the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. It maintains, that, to be effective, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere that the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade. In a word the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, as well as for the upbuilding of moral life, civil and religious .



## MORAL AND RELIGIOUS TRAINING

In its moral and religious training the High School aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. Students of any denomination are admitted to the courses, but all are required to show a respectful demeanor during the ordinary exercises of public prayer. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat, and to approach the Sacraments at least once a month.

## St. Ignatius High School

---

### PROSPECTUS

**St. Ignatius High School and Its Relations to Loyola University.**—St. Ignatius High School was erected in 1869. It is conducted by the Fathers of the Society of Jesus. During the fifty years of its existence it has trained and send into the world thousands of men who now hold responsible positions in business and professional life. Every year hundreds of parents, realizing the priceless value of a good education, enter their sons at St. Ignatius High School, assured that there, while receiving a training which is strictly modern, yet sane and substantial, they will be guided by men who take a personal interest in the welfare of every student, and who spare no pains to develop whatever talent each one may possess.

If, after completing his High School course, the student desires to continue his studies, he may do so without being obliged to enter a new institution and mingle with strangers; for St. Ignatius High School is the preparatory department of Loyola University, in whose four faculties of Literature, Law, Medicine and Engineering more than a thousand students are now acquiring knowledge which will make them successful men and useful citizens of the nation.

**Location and Buildings.**—St. Ignatius High School is located at 1076 Roosevelt Road, W. Its central location makes it easy of access even from the remotest sections of the city. The buildings contain valuable Mineralogical and Natural History Museums, and a library of seventy thousand volumes, a department of which is reserved for the students. The class-rooms are well lighted and comfortable; there is a gymnasium, provided with lockers and shower-baths, and, in general, the Academy has all the equipment needed for the

convenience, comfort, and mental and physical development of the students. The Department of Physics has an ample lecture room, and laboratories fitted with all the up-to-date apparatus required for experimental purposes. The Department of Chemistry, in addition to its lecture room, has eight large slate-topped tables for qualitative analysis, so arranged as to accommodate eighty students.

### GENERAL INSTRUCTIONS

**Testimonials.**—St. Ignatius High School is for day scholars only. Each applicant must present a testimonial of good character from the head of the institution last attended, or in case of a long intermission of study previous to his entering St. Ignatius High School, a testimonial from the pastor of his church. No application for admission will be accepted definitely until satisfactory letters have been received.

No student will be admitted who does not reside with his parents, or immediate relatives, or if this be impossible, with persons duly approved by the authorities of the school.

**Distribution of Time.**—The Academic Year comprises thirty-eight weeks, an aggregate of one hundred eighty class days, extending from the first week in September to the third week in June. It is divided into semesters with short recesses at Christmas and Easter. Saturday is the weekly holiday. Classes are not held on legal holidays, nor on days observed as holydays of obligation in the Catholic Church.

The High School is open every class day at half-past seven o'clock. Those who come before the time for class proceed at once to the study hall and spend the interval in private study. All are required to be present five minutes before half-past eight o'clock, at which hour the Catholic students attend Mass. The regular class exercises begin at 9 A. M. and close shortly after 3 P. M.

**Attendance.**—As regular attendance is an important element in class-standing and an essential condition for successful

work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitation or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal. Students are required to be present eighty-five per cent of the school year to merit promotion in June.

**Home Study.**—All endeavors of the Faculty will fail to insure success for the students, unless they apply themselves to their studies with diligence and constancy outside of class hours. Parents and guardians are, therefore, respectfully urged to insist on this application.

**Communications.**—Due notice should be given to the Principal of a change of residence, or of the contemplated withdrawal of a student.

**Examinations.**—Written examinations, covering the matter of each semester, are held in January and June, respectively. These two examinations count for class prizes and honors and are decisive for promotion. Each branch is estimated on the basis of 100 per cent; the passing mark is 70; below 50 is failure, and from 50 to 69 is a condition. Conditions in the semester examinations must have been removed by the end of the next semester or they automatically become failures.

**Premiums.**—The medals and prizes given on Commencement Day and awarded in accordance with the results of the semester competitions are: the medal of excellence for the highest average in the class; first and second honors for a yearly percentage of 90 and 85, respectively. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 70 is failure to pass.

**Discipline.**—The registration of a student is deemed a recognition, on his part and on the part of his parents or

guardian, of compliance with all the rules and regulations of the School.

Refinement of manners, habits of obedience and order, neatness in person and dress, and punctuality are required at all times as matters of importance.

No point of vigilance is neglected whereby purity of mind and heart, frankness of character and congeniality may be instilled into the students, together with that strength of will and uprightness of heart which alone can fit them, under religious discipline, for the proper discharge and adequate fulfillment of their duties in later life.

No student who persistently neglects his school work, or whose influence, apart from open disobedience or insubordination, is considered by the Faculty to be detrimental to the reputation of the School or obstructive of the good of other students, will be allowed to remain in the School.

The use of tobacco in any form, on or near the School premises, is strictly forbidden at all times.

**Conduct Outside the Premises.**—For faults committed outside the premises the officers of the High School do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the High School, the authorities will hold students strictly accountable for offenses of this nature.

**Luncheon.**—Dining rooms have been fitted up for the students, and placed in charge of a reliable caterer, so that students who desire a warm luncheon at the noon hour may be able to obtain it without leaving the premises.

Students are not allowed to leave the premises between the sessions without a personal request from their parents or guardians to take lunch elsewhere.

**Progress.**—The School cannot assume responsibility for the progress expected of the students unless it can have full control of their time. Hence parents and guardians are earnestly requested to see to it that other occupations or appointments are not arranged at hours which may conflict



with class exercises or with necessary detentions after school hours for unsatisfactory recitations or violations of discipline.

### EXPENSES

Since the Institution is not endowed, it is entirely dependent for support on the fees paid for tuition.

Tuition per session of ten months, for all classes, \$80.00.

Students of General Chemistry and Physics pay \$10 per session.

Students engaged in Laboratory work deposit \$5.00 with the Treasurer at the beginning of the Course, to pay for chemicals and breakage.

High School Diploma, \$5.00.

Library Fee for all, \$1.00.

For each conditioned examination taken on the appointed day, a charge of \$1.00 is made; if taken at another time, the charge is \$2.00.

Payments for conditioned examinations must be made invariably before the examinations.

The year is divided into quarters, which begin, respectively, about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Payments must be made quarterly or semi-annually in advance. No deduction is allowed for absence.

No diploma or credits are issued until all indebtedness has been paid.

### SCHOLARSHIPS

Some of the friends of St. Ignatius College, realizing the importance and necessity of substantial encouragement and support in the work of Catholic higher education, have recently tendered such encouragement and support in the most practicable and desirable way, viz., by establishing Scholarships. These St. Ignatius High School gratefully acknowledges.

A Perpetual Scholarship can be founded or established when the endowment is fifteen hundred dollars, a sum suf-



ficiently large to yield an annual interest that will cover the yearly tuition.

A Course Scholarship represents an amount necessary for a full course (High School and College), *payable annually*, entitling the holder upon successful examination at the end of the course to a Baccalaureate Degree.

An Annual Scholarship is provided by the yearly donation of \$80.00.

### Perpetual Scholarships

The Miss Eliza McConville

Memorial Scholarship: Margaret Gertrude Onahan

Damen Council, 650, Knights of Columbus

The Hon. William J. Onahan

The Hon. Charles A. Mair

The Hon. Thomas Brennan

Memorial Scholarship: Mrs. Mary White Riordan

The Henry Venn, A. B., Class of 1906, Scholarship

Memorial Scholarship: Mr. and Mrs. Pancratius Metz

The Mr. and Mrs. Michael J. Riordan Scholarship

Catholic Order of Foresters

Rev. James M. Hayes, S. J., Memorial Scholarship

### Annual Scholarships Given By

Knights of Columbus—

Bishop Ketteler Council

Charles Carroll of Carrollton Council

Chicago Council

Commodore Barry Council

Feehan Council

Hennepin Council

Hughes Council

Illinois Council

Charles A. Gardiner Memorial Scholarship, La

Fayette Council

Father Setters Council

Catholic Order of Foresters, St. Elizabeth Court

Bowe, Augustine J.  
Brosnahan, T. J.  
Class of 1908, St. Ignatius College  
Connell, Joseph A.  
Doniat, Major Franz  
Rev. Henry J. Dumbach, S. J., Scholarship: Andrew  
Maguire  
Fortune, Thomas, in memory  
Fortune, William  
Garvy, W. John  
Garvy, Mrs. Mary A.  
Henderson, William J.  
Higgins, Mary, in memory  
Keeley, Thomas  
Rev. C. J. Lagae, S. J., Seven Scholarships  
Lawlor, William J.  
Maher, Mr. and Mrs. James, in memory  
Rend, Joseph P.  
Smyth, John M.  
Sullivan, M. D., Ralph

### COMPETITIVE SCHOLARSHIPS

Ten scholarships will be offered the coming year by the trustees of St Ignatius College. These scholarships will be awarded by competitive examination.

#### Conditions of the Contest

1—Each applicant must have been a pupil of a parochial school in the Archdiocese of Chicago, during the whole season of 1920-1921.

2—Any boy of the eighth grade will be eligible to take the examination.

3—The pupil who makes the highest average will receive the full scholarship of eight years and valued at \$640. The two making the next highest averages will be awarded the high school and partial college scholarship, covering a period of six years and worth \$480. A scholarship for the four years of high school, worth \$320, will be given to the next three. Four scholarships for the first two years of high school, each of the value of \$160, will be conferred on those who win the last four places.

4—A scholarship student failing to make an average of 85 per cent in any examination during his course will, thereby, forfeit his scholarship.

5—Every precaution is taken to make the test as fair as possible. The pupils do not write their name or the name of their school on their papers, but on separate cards, which are placed in sealed envelopes. These envelopes are opened only after the papers have been examined, and in the presence of the competitors.

6—No school will be awarded more than one scholarship.

### Matter of Examination

ENGLISH GRAMMAR—Etymology, rules of syntax, corrections of false syntax with reasons, parsing, analysis of sentences.

ORIGINAL COMPOSITION—This includes punctuation, spelling, use of capital letters, etc.

ARITHMETIC—ENTIRE—Particular stress will be laid on common and decimal fractions, percentage, interest, proportion, square root, cub root and mensuration.

## Societies

---

St. Ignatius Academy, like other centers of learning, has always been ready to sanction and encourage such societies as tend to promote the various interests of the students. The following societies in particular are deemed worthy of special mention:

### The Sodality

The Sodality has for its object the promotion of filial love towards the Mother of God and the practice of virtue and piety among its members. The Sodality is aggregated to the Sodality of the Roman College under the title of the Immaculate Conception and St. Stanislaus Kostka.

REV. JAMES J. MERTZ, S. J., *Director*

JAMES J. CALLAHAN.....	<i>Prefect</i>
CHARLES W. KYLE.....	<i>First Assistant</i>
SARSFIELD W. DUNNE.....	<i>Second Assistant</i>
CHARLES J. GALLAGHER.....	<i>Secretary</i>
JAMES J. MAHONEY.....	<i>Treasurer</i>
DENNIS J. MORISSEY.....	<i>Sacristan</i>
CORNELIUS A. BERENS.....	<i>Instructor of Candidates</i>
GEORGE A. LANE.....	<i>Consultor-at-Large</i>

### Consultors

DANIEL J. GANNON

JOHN J. COAN

JOHN P. COFFEY

MARTIN F. BLAKE

JOSEPH J. ANDRULAITIS

PATRICK I. BOYLE

JAMES A. RONAN

FRANCIS M. WILSON

JAMES F. MCGIVNEY

HAROLD F. WIRTH

ROBERT W. DUNNE

JOSEPH F. MOOREHEAD

JAMES E. COONEY

JOHN X. ALLMEN

WILLIAM C. BURNS

### The Apostleship of Prayer

The Apostleship of Prayer is a League of zeal and prayer in union with the Sacred Heart of Jesus Christ. Its object is to spread devotion to the Sacred Heart; to promote the interests for which that Sacred Heart is ever pleading in our tabernacles and on our altars, the salvation of souls and the triumph of the Church; and to make reparation for sin.

REV. VALENTINE HORMES, S. J., *Director*

### Loyola Literary Society

This society affords an opportunity for acquiring skill in the art of speaking, and much useful information to its members, and develops in them a taste for literary studies. The usual exercises at the weekly meetings are the reading of original essays and the discussion of subjects of debate approved by the Moderator. The Moderator is appointed by the Faculty, and the other officers are elected by the members.

MR. WILLIAM J. MCGUCKEN, S. J., *Moderator*

#### *First Term*

WILLIAM E. TROY  
EDWARD KRUPKA  
WILLIAM EDWARDS  
SARSFIELD DUNNE  
ROBERT BELL  
EUGENE SULLIVAN

*President*  
*Corresponding Sec'y*  
*Recording Sec'y*  
*Treasurer*  
*Censors*

#### *SECOND TERM*

WILLIAM E. TROY  
METHODIUS CIKRIK  
JAMES MAHONEY  
HENRY LOFTUS  
CYRIL CRANE  
WILLARD A. EDWARDS

### Athletic Association

MR. J. VINCENT KELLY, S. J., *Director*

BERNARD J. McDEVITT.....	<i>Manager Football</i>
WILLIAM J. CERNEY.....	<i>Captain Football</i>
EDWARD C. KRUPKA.....	<i>Manager Basketball</i>
DANIEL J. McMAHON.....	<i>Captain Basketball</i>
JOSEPH P. HARVEY.....	<i>Manager Baseball</i>
JOHN J. FLYNN.....	<i>Captain Baseball</i>
SARSFIELD W. DUNNE.....	<i>Manager Track</i>

*Class Representatives*

HOWARD J. BARRY	EDWARD J. OWENS
SARSFIELD W. DUNNE	JAMES F. MCGIVENEY
JOSEPH J. MARSH	HAROLD F. WIRTH
HENRY A. O'CONNOR	SALVATORE C. NIGRO
VINCENT P. O'CONNOR	WILLIAM J. MORIARITY
CHARLES C. COLLINS	MARVIN I. THOMAS
JAMES C. TUREK	LESTER E. CLARK
	LAWRENCE J. MILLER

**Students' Library**

The Students' Library, which forms one department of the College Library, contains over eight thousand volumes reserved for the use of the students. In connection with the library is a reference room and also a reading room, supplied with many of the best magazines of the day. The system of cataloging and charging books is in all essential details the same as that used in public libraries.

REV. JAMES PREUSS, S. J.

*Assistants*

STEPHEN J. CAMPBELL	JOHN F. WCISLO
ELDRED J. CARON	FRANCIS E. MIEHLICH
LOREN W. CARROLL	MARSHALL M. MORAN
WENDELL D. CARTER	FRANCIS G. MURRAY
FRANK B. COLBERT	JOSEPH J. NEUMAN
JAMES J. CULLINAN	EDWARD J. OWENS
WILLIAM F. CZAJA	ALJYSIUS A. PRITZEN
DAVID J. DUFFY	WILLIAM K. RYAN
HERBERT A. EGGERT	FRANCIS SIERGIEJ
GEORGE M. FAIRMAN	CHARLES J. SPINNAD
ROBERT A. JOHNSON	ANDREW G. STOECKER
JOHN LAPKA	FRANCIS M. WILSON

**Loyola Prep**

The LOYOLA PREP, the Academy magazine, is published quarterly by the students of St. Ignatius and Loyola Academies to encourage literary ability and to stimulate



interest along literary lines. Every student is expected to write for the Academy paper.

MR. JOHN F. QUINN, S. J., *Moderator*

*Editors*

WILLIAM TROY	WILLARD EDWARDS
EDWARD KRUPKA	ALAN NEWHART
THOMAS KELLY	JOHN MULLEN
LOREN CARROLL	FRANK WILSON
BERNARD McDEVITT	

### The Glee Club

Those students who have a fair amount of musical talent and are ambitious to excel in singing have an opportunity of perfecting themselves in the Glee Club. Rehearsals are held twice a week during the noon hour. During the past year the Glee Club gave several concerts in the different parishes of the city.

MR. JOHN F. QUINN, S. J., *Director*

### Junior Glee Club

JOHN TOOMEY	JOHN DONAHUE
LANGTON HALL	ROBERT DUNNE
JOHN PHELAN	EDMUND KELLEY
HAROLD WIRTH	JOSEPH WALCZAK
LAWRENCE MILLER	MARSHALL MORAN

### Senior Glee Club

THEODORE PERRY	THOMAS KELLY
WILLIAM CERNEY	JAMES DILLON
BERNARD McDEVITT	JOHN RUSSELL
PHILIP SHERIDAN	FRANCIS PALACEK
ALAN NEWHART	CHARLES HOFFMANN
SARSFIELD DUNNE	JOHN SWEENEY
JOHN WIETRZYKOWSKI	JOHN FLAVIN

## REQUIREMENTS FOR GRADUATION

---

**Constants, Majors and Minors.** Sixteen units are required for graduation. Of these three must be in English, one in elementary Algebra, one in plane Geometry, one in Science, two in Social Studies, one of which shall be advanced American History ( $\frac{1}{2}$ ) and Civics ( $\frac{1}{2}$ ). These subjects termed *constants*, shall be required for graduation in all courses. The remaining units must be offered as follows: In addition to the requirements in English there must be offered one other major sequence of three units and two minor sequences of two units each. The following will be deemed satisfactory major units: three units of a foreign language, three units of mathematics, three units of special studies, three units of natural science. Two units of any one of the foregoing groups of studies constitute a minor sequence. Not less than two units of any language may be offered.

**Diplomas and Certificates.** Diplomas are given by the Trustees, upon the recommendation of the Principal, to those members of the Fourth Year who have satisfactorily completed a regular course as outlined on the following pages. To others, who have not completed the required number of units, certificates of work satisfactorily completed will be issued. The diploma will not be granted to any one who is not recommended by the Principal to the Trustees as being of good moral character; nor will it be granted to any one who is in arrears on the Treasurer's books.

### CERTIFICATE PRIVILEGE

Admission without examination *on certificate* is granted students who have graduated from approved grammar and grade schools as follows:

1. All parochial schools of the eighth grade of the Archdiocese of Chicago, so rated by the Dioscesan School Board.

2. All public or private schools accredited by the University of Illinois.

3. All public or private schools of the State approved by the State Superintendent of Public Instruction.

4. All public schools of the City of Chicago, so rated by the Board of Education.

5. Private schools and academies, not on any list but approved, after investigation, by a vote of the faculty.

Credentials which are accepted for admission become the property of the Academy and are kept permanently on file. All credentials should be filed with the Principal. No certificate will be accepted unless the holder is a graduate and has spent the last year of his grade school course in the school issuing the certificate. Admission on school certificate is in all cases provisional. If, after admission a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

## ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of subjects required for entrance. They must pass a satisfactory examination in the following subjects:

*English.* 1.—Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2.—Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

*Arithmetic.*—Fractions, common and decimal, denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

*History.*—Principal epochs and events of the history of

the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

*Geography.*—Division of the world into continents; political division of the continent; form of government of each country, its chief cities, its great rivers and products, etc.

**Advanced Standing.** Candidates for *advanced standing* will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the principal or head of the school in which the studies have been pursued. Blanks for this purpose may be had on application. No applicant will be accepted until a satisfactory statement of work done in the last school attended and an honorable dismissal therefrom have been received.

Particular attention is called to the fact that in Mathematics I and II and the languages the course of study pursued by each class begins at the opening of the school year in September. Those desiring to enter such classes at any later time in the year must, therefore, be prepared to the point then reached by each class.

### CERTIFICATE OF CREDITS

Students wishing statements of credits in order to transfer from this School to another or for other purposes, should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1st to 15th, January 15th to February 1st, and June 15th to July 1st. A fee of one dollar will be exacted for such statements.

### CLASSIFICATION AND PROMOTION

**Classification.** The classification of students depends upon the completion of a specified number of units. A unit

is a series of recitations or exercises in a given subject pursued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Four units are required for unconditional admission to the Second Year; eight units for unconditional admission to the Third Year; and twelve units for unconditional admission to the Fourth Year.

**Promotion.** Promotion from class to class is dependent upon the student's passing satisfactorily (with a grade not below 70) in all the prescribed work of the preceding class. Unsatisfactory work in one or two subjects may be made up by summer study and examination in September; but a student who has three unsatisfactory subjects repeats the year, without however, being compelled to go over a second time any subject in which his standing has been satisfactory.

### ELIGIBILITY RULES

Students taking part in dramatic performances, public debates, oratorical or elocution contests, or athletic events, and those who are appointed assistants on the staff of the College journal, as well as all officers of student organizations, are subject to the following *eligibility rules*: (1) They must have no condition and no failure; (2) They must have attained a weighted average of at least 75 in the previous semester examination; (3) They must not be under censure at the time of their election or appointment.



## Schedule of Studies

---

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

### GENERAL BIOLOGY

A course of lectures and recitations on the general principles of elementary biology, with laboratory exercises on both plant and animal specimens. The following topics are suggestive of those included in this course: life processes of all living organisms, their minute structure, organs and their functions, relation of plants and animals to seasons and regions, to other plants and animals and especially to man; classification of living things, variation of individuals, the struggle for existence and the essentials of embryological development. Select types of plants and animals are studied in detail and dissected in the laboratory according to outlines prepared by the instructor.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### BOTANY

A course of lectures and recitations, supplemented by laboratory and field work, on the structure, development and function of root, stem, leaf, flower and fruit; classification of the vegetable kingdom; natural groups of plants; conditions of growth and dispersal; time of flowering and fruiting, etc. Special attention is given to the flora of the Chicago region.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### CHEMISTRY

This course includes lectures, demonstration, recitations and problems combined with laboratory. It is designed to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to lay the foundation for more advanced work in college. The work of the school-room is supplemented by a number of visits to the various chemical industries of



the city and vicinity. Sixty recorded experiments are required for laboratory credits.

Text: McPherson and Henderson's *First Course in Chemistry*. Laboratory Manual, by the same authors.

### DEBATING

This course is open to the students of the Third and Fourth Years. Its object is to develop ease and fluency in public speaking, and a practical acquaintance with the details of parliamentary practice. The habit of clear and logical thought on a given topic, proficiency in the *ex tempore* expression of one's thoughts, together with an apt and forceful delivery are aimed at throughout the course. The club meets two hours each week.

### DRAWING

**Freehand:** Pictorial, Decorative composition, Design, Constructive Design, Craft.

**Lecture Course:** Utility and beauty. Basis of credit one unit—240 hours.

Approximately one-third of time given to representative and two-thirds to decorative composition.

**Mechanical:** Instruments and Material, Lettering, Geometrical Drawing, Orthographic Projection, Intersections, Developments, Isometric and Oblique Projections, Working Drawings.

### ECONOMICS

Some dominant characteristics of the present economic order; Production; Exchange; Distribution; Public Finance; Social Reforms, or Economic Functions of Government; a history of the Early Economic System.

### ELOCUTION

Once a week throughout the four years each class is drilled separately in vocal culture, articulation, gesture, declamation, character impersonation, and readings in prose and verse. The students are required to speak before the class a definite number of times during each semester, and representatives from various classes are chosen to speak before the whole School at the public contests. A gold medal is awarded annually to the student in each year of the high school course who delivers the best declamation in the public contest.

## ENGLISH

FIRST YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Review of grammar. The paragraph, the whole composition.

Second semester: Sentence structure, diction, figures. Letter writing.

*Composition*—1. Daily exercises in the analysis and structure of sentences and paragraphs.

2. Weekly themes in simple narration and description. Frequent writing of social and business letters and notes, and of telegrams.

*Literature*—1. Instruction and practice in the use of the dictionary, of Roget's Thesaurus, and of the library.

2. Texts for detailed study—

First semester: Ruskin, *King of the Golden River*; Dickens, *Christmas Stories*; Longfellow, Selected poems.

Second semester: Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*.

3. Supplementary reading—Cooper, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*.

SECOND YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Narration. Description.

Second semester: Exposition. Argument.

*Composition*—1. Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester.

2. Weekly themes in narration, description, and exposition, frequently in the form of letters.

*Literature*—1. Texts for detailed study:

First semester: Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems.

Second semester: *Sir Roger de Coverley Papers*; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*.

2. Supplementary reading—Cooper, *The Spy*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*.

THIRD YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book II.

First Semester: The paragraph, narration, description.

Second semester: Exposition. Argument.

*Composition*—1. Frequent exercises in paragraph writing, and in making analyses, outlines, synopses.

2. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind.

Once each semester a paper of at least 1,000 words will be required, either a short story, or a biographical, critical or scientific essay. In the second semester one simple speech or debate will be required.

*Literature*—1. Texts for detailed study:

First semester: Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems.

Second semester: Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*.

2. Supplementary reading—DeQuincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Caesar*.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Brooks' English Composition, Book II—the literary forms.

Second semester: Parsons' English Versification.

*Composition*—1. Frequent exercises in the paragraph, especially the editorial paragraph. In the second semester daily exercise in verse analysis and composition.

2. Weekly themes in the various forms, especially in letter writing and the critical essay. In the second semester additional credit will be given for metrical composition. Once each semester a paper of at least 2,000 words will be required, either a speech, or a short story, or an essay indicative of the student's ability to gather and manage material without the teacher's special aid.

*Literature*—1. History of English Literature. Lessons in Literature (Ainsworth).

First semester: From the beginning of English literature to the Nineteenth century.

Second semester: From the beginning of the Nineteenth century to the present.

2. Texts for detailed study:

First semester: Garraghan, *Prose Types in Newman*.

Second semester: Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*.

3. Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*.

## FRENCH

### FRENCH I (Elementary)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence struc-

ture, elements of syntax; writing French from dictation; memorizing short poems. Chardenal's *French Course*; Mariet, *La Tâche du Petit Pierre*; Ventura, *Peppino*.

#### FRENCH II (Elementary)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's *French Course*. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*.

#### FRENCH III (Intermediate)

Constant practice in giving French paraphrases, abstracts and reproductions from memory of select portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halévy, *L'Abbé Constantin*; Daudet, *Le Petit Chose* and *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

### GERMAN

#### GERMAN I (Elementary)

Bacon's German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

#### GERMAN II (Elementary)

Bacon's German Grammar. The reading of easy studies and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages; continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Readings: Carruth's *German Reader*; Grimm's *Hans im Glueck*; Zscokke's *Der zerbrochene Krug*; Schiller's *Der Handschuh*; Uhland's *Das Schloss am Meere*; Goethe's *Wanderers' Nachtlied*; Andersen's *Maerchen* and *Bilderbuch ohne Bilder*; Baumbach's *Der Schwiegersohn*; Storm's *Immensee*.

## GERMAN III (Intermediate)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation, grammatical drill in the less usual strong verbs, the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

Readings : Goethe's *Hermann und Dorothea* and *Iphigenie*; Schef-fel's *Der Trompeter von Saeckingen*; Uhland's *Poems*; Wildenbruch's *Das Edle Blut*.

## GERMAN IV (Advanced)

The reading of about 500 pages of good literature in prose and poetry, selected at the option of the teacher; reference reading of the lives and works studied; frequent short themes in German on subjects assigned and the free translation of English into German.

## SCIENTIFIC GERMAN

A course of reading dealing with scientific subjects of general interest. Its purpose is to prepare students for such professional courses as require a facility in reading German scientific literature.

Text: Hodge's *Course in Scientific German*; monographs.

## GREEK

FIRST YEAR. Five periods.

*Precepts*—Both semesters: Etymology; nouns, regular and irregular adjectives, pronouns, adverbs, the regular verb.

*Practice*—Two themes a week; frequent written class exercises; a written review once a week.

*Memory*—Six or eight words daily.

SECOND YEAR. Five periods.

*Precepts*—First semester: Etymology completed; syntax; agreement, voices, tenses, moods in independent clauses.

Second semester: Moods independent clauses.

*Author*—Both semesters: Xenophon, *Anabasis*, Books I-II.

*Practice*—Both semesters: A theme twice a week based on Xenophon. Pearson's *Greek Prose Composition*.

*Memory*—Irregular verbs.

THIRD YEAR. Five periods.

*Precepts*—First semester: Syntax completed.



Second semester: Homeric dialect; syntax reviewed.

*Authors*—First semester: Xenophon, *Anabasis*, Books III-IV.

Second semester: Homer, *Iliad*, Book I.

*Practice*—Both semesters: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

*Memory*—Select passages from the author.

## HISTORY

### HISTORY I. (Ancient History).

First semester: Oriental and Greek History: mankind before the Deluge; the Oriental nations, (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its pre-historic civilizations; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second semester: Roman History: The Romans, their land and its people; Legendary history; the Republican Constitution; struggle between the Patricians and Plebians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal states; establishment of the Holy Roman Empire; Rise of Mohammedanism.

Text: Betten's *Ancient World*.

### HISTORY II (Medieval and Modern)

First semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; Germany and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; medieval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth.

Second semester: The Thirty Years' War; the reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; the March



of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; general state of Europe, 1913.

### HISTORY III (American)

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760.

Text: Montgomery's *Essentials*, supplemented by required collateral reading. First semester.

### CIVICS

This course proceeds from a study of logical government and institutions to those of the county, state and nation. The text-book is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Garner's *Government in the United States* (Illinois edition). Second semester.

### LATIN

FIRST YEAR. Five periods.

*Precepts*—Etymology; rules of concord of noun, adjective, and verb. Loyola Latin Elements, complete.

*Practice*—Short written exercises several times a week and daily oral drill. Loyola Latin Elements.

*Memory*—The vocabularies in Elements.

SECOND YEAR. Five periods.

*Precepts*—Etymology reviewed; syntax, Bennett's Grammar.

*Author*—First semester: Caesar, *De Bello Gallico*, Books I-II.

Second semester: Caesar, *De Bello Gallico*, Books IV-V.

*Sight Reading*—Both semesters: Caesar, portions not prescribed above.

*Practice*—Both semesters: Bennett's New Latin Composition.

*Memory*—Both semesters: Important verbs with their principal parts as given in Bennett, No. 120 sq., ten a day.

THIRD YEAR. Five periods.

*Precepts*—First semester: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second semester: Syntax of verbs.

*Authors*—First semester: Cicero, *In Catilinam*, I-III.

Second semester: Cicero, *De Senectute*; Select Letters; Sallust's *Bellum Catilinae*.

*Sight Reading*—Both semesters: Caesar and Cicero, portions not prescribed above.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Review of syntax to moods.

Second semester: Review of syntax continued; word order, sentence-structure, style; Julian Calendar; prosody.

*Authors*—First semester: Cicero, *Pro Lege Manilia* and Fourth Catiline.

*Sight Reading*—Both semesters: Cicero and Virgil, portions not prescribed above.

Second semester: Virgil, *Aeneid*, Books I-II; selections from Christian hymnology.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

## MATHEMATICS

**Algebra I.** (*Through quadratics.*) Algebraic expressions; the four fundamental operations for rational algebraic expression; parentheses; factoring; determination of highest factor known and lowest common multiple by factoring; fractions, simple and complex; ratio and proportion; simple equations; graphical representations; simultaneous linear equations; square root and quadratic surds; quadratic equations containing one or two unknowns; imaginary roots in a quadratic equation.

Text: Wells and Hart.

First Year. Five periods.

**Plane Geometry.** Angles, perpendiculars and parallels; triangles; concurrent lines of a triangle; theorems of inequality; circles, metrical relations; constructions; mensuration of polygons; comparison of areas; regular polygons and the measurement of the circle; the solution of original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

Text. Wentworth-Smith

**Algebra II.** (*Quadratics and beyond.*) The completion of quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; variation; arithmetical and geometric progression and graphs.

Text: Wells and Hart.

One semester. Five periods.

**Solid Geometry.** The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids.

Text: Stone-Mills.

One semester. Five periods.

**Plane Trigonometry.** Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications.

Text: Wentworth.

One semester. Five periods.

## MILITARY SCIENCE AND TACTICS

The course of training outlined here is for the Junior Division of the R. O. T. C. as given in G. O. 49. Total weight 22 units.

1. Infantry drill regulations (practical and theoretical), to include definitions, general principles, combat and ceremonies

School of the Battalion.....	} In extended order, combat, and intrenchments.
School of the Company.....	
School of the Squad.....	
School of the Soldier.....	

2. Manual of Interior Guard Duty (practical and theoretical). Duties as sentries; general principles.

3. Physical drills: Calisthenics, bayonet exercises, and combat fencing.

4. Military hygiene: To include principles of personal hygiene, camp sanitation, first aid to the injured, etc.

5. Military policy: A few lectures when in last year at institution on the military policy of the United States and the military obligation of citizenship.

6. Small arms firing regulations: Preliminary instruction in rifle firing; sight position and aiming. Drill: indoor and range practice; due attention devoted to fire direction and control and, if possible, some collective fire.

7. Administration and Organization: A few lectures on company administration and Tables of Organization.

8. Map reading: Instruction in reading a contoured map (in connection with 9).

9. Field Service regulations: Patrolling; advance and rear guards; outposts, by means of the sand table and small map maneuvers; messages and orderly work.

10. Marches and camps: Simple camping expedients.

### 11. Signaling: Semaphore and flag.

Owing to the wide range of the ages of the students' in the Junior Division of the R. O. T. C., the majority being too young to follow intelligently a graded course such as is prescribed for the senior division, only the subjects in which proficiency must be attained are laid down. It is impossible to set any fixed number of years for the accomplishment of this program.

## VOCAL MUSIC

Membership in the Glee Club will be open to those students who possess the required qualities of voice and who can be taught to read music of moderate difficulty.

## INSTRUMENTAL MUSIC

Membership in the Orchestra is open to those who have sufficiently mastered the technic of some orchestra instrument.

## PHYSICS

This course consists of lecture-demonstration, recitation and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work which is intended to familiarize the student with standard apparatus and to train him in the methods of making and recording simpler physical measurements.

First semester: The mechanics of solids, liquids and gases, and heat.

Second semester: Sound, light and electricity.

Text: Millikan and Gale's *First Course in Physics* (revised edition). Laboratory manual: Millikan and Gale.

## PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary, circulation, etc.

## PHYSICAL GEOGRAPHY

A study of the physical features of the earth and their influence on man; land, air and ocean; physiography of the United States; distribution of plants and animals; latitude and longitude; meteorological instruments; weather maps; relief, hachure and contour maps. Five periods weekly, with laboratory work.

Text: Tarr's *New Physical Geography*. Laboratory Manual; Smith-Stahl-Sykes, *Laboratory Exercises in Physiography*.

## SPANISH

## SPANISH I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber, tener, ser, estar*, etc., and their idiomatic uses; reflex verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation; frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

## SPANISH II

Irregular verbs; syntax completed; daily composition, oral and written. Reading.

## STUDY OF RELIGION

## FIRST YEAR:

(a) Deharbe's Complete Catechism of the Catholic Religion, Part II, On the Commandments.

(b) Church History, Deharbe. From Adam to the Ascension of Christ.

(c) Ecker's Bible Lessons, Old Testament.

## SECOND YEAR:

(a) Deharbe, Part III, On the Means of Grace.

(b) Church History, Deharbe, From the Ascension to the Protestant Reformation.

(c) Ecker's Bible Lessons, New Testament.

## THIRD YEAR: First semester.

(a) Deharbe; Faith and Creed.

(b) Church History, Deharbe. From Protestant Reformation to the present day.

Second semester: (a) Deharbe, Faith and Creed finished.

(b) Apologetics, Hill, *The Catholic's Ready Answer*, or Conway, *The Question Box*.

FOURTH YEAR: Apologetics; Hill or Conway.



### ZOOLOGY

A course of lectures and recitations combined with laboratory work on the structure, habits, classification and economic importance of the various groups of the animal kingdom. Cell division, cellular differentiation, development of the embryo, adaptation to environment, etc., are treated in a general way. Select types of the different groups are identified and dissected in the laboratory. Lectures and recitations, four periods a week; laboratory work, one double period a week.

---

### NOTES ON THE CURRICULUM

1. The more capable students, but these only, that is, those who make at least 80% in the four assigned branches may be permitted to carry five regular branches, thus gaining 17 to 20 units of work, though only 16 are necessary for a diploma. In such cases, besides the diploma a credit card specifying the extra work done will be issued.

2. Any Language taken up must be pursued for two years; and only one language may be begun in any one year.

3. Christian Doctrine and Elocution are accorded their due attention over and above the closed schedule.

4. The Faculty reserves the right to refuse to give an elective course for which there is not a sufficient number of applicants. Classes are usually not formed for less than ten students.

5. No student may take less than twenty periods a week, nor more than twenty-five.

6. Only one Science may be taken in any year.



GRADUATION EXERCISES

---

Thursday Evening, June 17, 1920, Sodality Hall, 8 o'clock

## PROGRAM

Polka de le Reine, Op. 95.....*J. Raff*

Charles F. Weigand, '20

Announcement of Scholarship Winners

Prizes of First, Second and Third Years

Violin Solo, Humoresque .....*Dvorak*

Frederick C. Ramp, Jr., '20

Diplomas, Certificates and Prizes of Fourth Year

Address to Graduates .....Rev. E. J. Fox

## ELOCUTION MEDALS

---

THE GOLD MEDAL

In the Fourth Year was won by  
Bernard J. McDevitt

Donor of Medal, Rev. N. J. Hitchcock

In the Third Year the Gold Medal was won by  
James J. Mahoney

Donor of Medal, Rev. S. J. Gates

In the Second Year the Gold Medal was won by  
Emmett F. Kelly

Donor of Medal, Rev. J. J. Flaherty

In the First Year the Gold Medal was won by  
Bernard J. Zellen

Donor of Medal, Dr. Antonio Lagorio

AWARD OF PRIZES

---

Gold Medals for the highest average maintained throughout the year in the collective branches of their respective classes were merited by:

FRANCIS J. PALACEK .....	Fourth High A
THOMAS J. HARRINGTON .....	Fourth High B
METHODIUS F. CIKRIT .....	Third High A
CORNELIUS A. BERENS.....	Third High B
COLLINS P. FITZPATRICK.....	Third High C
ROBERT J. BOYD.....	Second High A
HOWARD B. BARRY.....	Second High B
MICHAEL J. BYRNES.....	Second High C
PAUL M. COCOT.....	Second High D
ZYGMUNT L. ANDRYASZIEWICZ .....	First High A
JAMES P. JORDAN .....	First High B
JOSEPH F. MOOREHEAD .....	First High C
MAURICE C. MCCARTHY.....	First High D
FRANCIS P. GILMORE .....	First High E
JOHN W. STEJSKAL .....	First High F

## FIRST HONORS

*Fourth Year*~~*First Year*~~

RICHARD T. TOBIN

BERNARD J. McDEVITT

*Third Year*~~*Second Year*~~

JOHN E. MULLIN

JAMES J. MAHONEY

JAMES J. O'HEARN

HENRY E. KEOUGH

THOMAS J. BARRY

VINCENT P. O'CONNOR

HARRY J. LOFTUS

J. EDWIN WALSH

MARTIN F. BLAKE

WILLARD A. EDWARDS

GEORGE A. LANE

*Second Year*~~*Third Year*~~

FRANCIS J. BOUSKA

JOHN T. DILLON

JOHN F. WCISLO

MARTIN W. TARPEY

ELMER S. COOGAN

JAMES A. RONAN

LESTER V. VAUGHAN

LOREN W. CARROLL

JOHN O. TOUHY

FRANCIS L. MULBRANDON

JOHN J. CONNELLY

JEROME J. CONDON

JULIUS E. GILEWSKI

RAYMOND T. GRANT

EMMETT F. KELLY

JAEMS F. MAGUIRE

EDWARD J. O'GRADY

FRANCIS M. WILSON

HERBERT A. EGGERT

GEORGE A. WILTRAKIS

W. EARL MONAHAN

JOSEPH F. BOEHMER

LEONARD M. WOJCZYNSKI

*First Year*~~*Fourth Year*~~

PETER J. NOTTOLI

JOHN R. SPECHT

HAROLD F. WIRTH

GEORGE M. GLYN

WILLIAM J. MORIARITY

EDWIN L. HENDRICKS

BERNARD D. CRIMMIN

THOMAS J. O'DONNELL

WILLIAM C. BURNS

LAWRENCE J. MILLER

WILLIAM T. A. AHERN

CLARENCE A. FERRING

JAMES E. COONEY

WILLIAM P. CONNOLLY

WILLIAM F. PIRRITE

ISIDORE J. NAUSIEDA

JOHN X. ALLMEN

CHARLES J. SPINNAD

FRANCIS G. MURRAY

ROBERT B. SCOTT

## SECOND HONORS

*Fourth Year*

DANIEL J. GANNON  
RAYMOND H. COLLINS  
THOMAS J. SESESE  
MARSILE J. HUGHES  
CASIMIR P. LAZARSKI  
EUGENE P. SULLIVAN

JOHN J. COAN  
HARRY J. GARLAND  
JAMES J. MARSH  
HENRY ALAN NEWHART  
EDWARD J. KRUPKA  
ALBERT J. SEDLACK

*Third Year*

EDWARD J. O'CONNOR  
JOHN W. COAKLEY  
JOSEPH A. CROWE  
JOSEPH T. MCCARTHY  
WENCESLAUS F. STANEK  
FRANCIS X. MCQUILLAN

JOHN T. SCANLON  
WILLIAM J. CERNEY  
WILLIAM E. TROY  
EDWARD L. BARRY  
DAVID J. HIGGINS  
EDWARD F. NEALON  
CHARLES C. COLLINS

*Second Year*

HUGH A. NEVIN  
LEO J. HARTNETT  
RAYMOND W. KERWIN  
PATRICK I. BOYLE  
LEONARD F. MAHER  
WILLIAM J. FLYNN  
JOSEPH T. COYLE  
VERNON L. EVANS

WILLIAM O. GALLERY  
ROBERT J. HAWKINS  
CHESTER F. KONESKI  
JOHN D. SHEEHAN  
JOHN S. DOYLE  
THOMAS F. RYAN  
JOSEPH E. GUBBINS  
J. EARL WILSON

*First Year*

WILLIAM H. ARMSTRONG  
GEORGE N. KEATING  
STANLEY C. STOGA  
WALTER C. LUENEBERG  
FRANCIS D. ELLMAN  
WILLIAM T. WALSH  
RAYMOND P. SPINK  
STANISLAUS P. ZUPAN  
BENEDICT L. MCSHANE  
EDWARD J. DLOUGHY

JOSEPH P. DELLA MARIA  
WENDELL D. CARTER  
G. HOWARD DELINKE  
ARTHUR F. ZEREGA  
STEPHEN J. CAMPBELL  
FRANCIS L. MCGINNIS  
J. CLYDE MCGONAGLE  
WILLIAM E. BRESINGHAM  
ALOYSIUS W. MCMAHON  
FRANCIS X. BARRY

ACKNOWLEDGMENTS

---

The President and Faculty wish to express their grateful acknowledgment to the following donors of gold medals:

HON. RICHARD W. CLIFFORD

REV. JAMES J. FLAHERTY

REV. S. J. GATES

HON. JOHN GIBBONS, in memoriam

REV. JOSEPH A. GLENNON

REV. C. I. GRONKOWSKI

REV. N. J. HITCHCOCK

DR. ANTONIO LAGORIO

REV. D. LUTTRELL

REV. JOHN W. MELODY, D. D.

MR. JAMES P. MOLLOY

REV. JAMES J. MORRISSEY

DR. JOHN B. MURPHY, in memoriam

REV. THOMAS V. SHANNON



## RESERVE OFFICERS' TRAINING CORPS

---

St. Ignatius Academy readily accepted the invitation of the United States Government to organize, under governmental supervision, a unit of the Reserve Officers' Training Corps. The primary object of such units is to qualify the students for reserve officers by systematic methods of training. The methods employed prepare them to perform intelligently the duties of commissioned officers; and enable them to be thus trained with the least practicable interference with their studies and future careers. The drills which form the general object of the Reserve Officers' Training Corps, have a disciplinary value not to be obtained in any other way and serve as a groundwork upon which to build a military bearing and discipline among the students. The instruction required is co-ordinated with the Academy schedule of studies. Arms, uniforms and equipment are issued by the government to the Academy and are distributed to the members of the corps.

Credit will be given for the work done in the Junior Unit toward advanced military standing so that a member of the Junior Unit who has done substantially the same work as that given for the first two years of the Senior Unit may be given advanced standing which will entitle him to commutation of subsistence the first year he enters college. This commutation of subsistence, made in cash by the government, will amount to more than is necessary to defray the cost of the student's tuition during those two years of his college course.

FRANK B. McKENNA, Captain Inf., U. S. A.  
Commanding Officer and Director of  
Military Science and Tactics

JOHN A. HOLBEN, Sergeant Inf., U. S. A.  
Assistant Instructor in Military Science and Tactics

## BATTALION COMMANDER AND STAFF

MAJOR JOHN NAPOLEON LEFEBVRE.....*Commanding Battalion*  
 FIRST LIEUTENANT DANIEL J. MCMAHON.....*Adjutant*  
 FIRST LIEUTENANT JOSEPH HENRY TAYLOR.....*Supply Officer*

## Non-Commissioned Staff

EMILIO C. ROMANO.....*Sergeant-Major*  
 CYRIL FRANCIS WRATKOWSKY.....*Supply-Sergeant*  
 JOHN FRANCIS PHELAN.....*Supply-Sergeant*  
 CHARLES JOSEPH O'CONNELL.....*Color-Sergeant*

## Fife and Drum Corps

## FIFES

Bessler, Albert M.	Nottoli, Peter J.
Boehmer, Joseph F.	Pritzen, Aloysius A.
Coan, Edward I.	Pritzen, Bernard M.
Coffey, John P.	Scott, Robert B.
Crimmins, Bernard D.	Sloan, John Joseph
Hocket, Edwin R.	Stanek, Wenceslaus F.
Johnson, Robert J.	Stejskal, John W.
Nolan, James L.	Wiltrakis, George A.

## DRUMS

Boyle, Patrick I.	Scanlon, John T.
Grauel, William	Skrzydlewsk, Julius T.
Loftus, Harry J.	Skrzydlewski, Julius T.
Mally, Theodore G.	Thomas, Stephen A.

## ROSTER

## Company A

Eckmann, Lawrence Jerome	Estes, Benjamin Samuel
Captain	Fitzpatrick, Collins Thomas
Keough, Henry Elijah	Foley, Bernard Benedict
First Lieutenant	Foley, Charles Joseph
Barry, Edward Leo	Garland, Harry Joseph
Buckley, John Henry	Hennessey, Joseph Christopher
Clinch, Thomas James	Kane, William Ignatius
Connolly, William Patrick	Keate, Arthur James
Coogan, Elmer Sylvester	Keating, George Nelson
Corcoran, Patrick James	Kieffer, Robert Edward
Crane, Cyril Vincent	King, John Charles

Kozlowski, Florian Stanley	O'Dowd, James Joseph
Leahy, Thomas Emmett	Penny, James Albert
Maciejewski, Raymond Leonard	Reuter, Milton John
Maher, Leonard Francis	Sedlack, Albert Joseph
Marsh, James Joseph	Smith, Karl McCallion
McCarthy, Joseph Thomas	Sullivan, William Marvin
McDonnell, Philip James	Tobin, Richard Thomas
McGarry, Joseph Thomas	Vaughan, Lester Vincent
McKenna, Thomas George	Walsh, William Joseph
Miller, Henry Madden	Wilkins, Donald Joseph
Monaco, Edward	Williams, Marco Honore
Wilson, Mark Anthony	

### Company B

Cavanaugh, James Louis, Captain	Hronek, Joseph William
O'Connor, Henry Aloysius	Irwin, John Robert
First Lieutenant	Kearney, James Francis
Duffy, David Joseph	Kennedy, Harold Joseph
Second Lieutenant	Lombard, Bernard Sam
Ahern, William Thomas	McCarthy, Joseph Stephen
Barton, Thomas James	McGivney, James Francis
Borwicki, Thaddeus John	McQuillan, Francis Xavier
Brennan, Philip Gaul	Monahan, William Earl
Byrne, Edward Patrick	Moorehead, Joseph Francis
Carr, Marvin Joseph	Moran, Marshall Denis
Coakley, Joseph Eugene	Muelleman, Joseph John
Coghlan, John Edward	Murphy, Edward Lon
Cronin, William Joseph	O'Connell, Joseph Patrick
DeCoste, George Edward	O'Grady, Edward James
Dunne, Robert Wallace	O'Hearn, James Joseph
Flynn, Wilbur Joseph	Rooney, Francis Joseph
Foley, John Urban	Rotchford, Eugene Robert
Ford, John Lawrence	Russell, William Joseph
Gillen, James Aloysius	Ryan, Thomas Francis
Glynn, Michael George	Ryan, William Kelly
Hagerty, James Aloysius	Schmitt, Albert Matthew
Hannan, John Philip	Siergiej, Francis
Hartnett, Leo Joseph	Wcislo, John Francis
Hawkins, Robert Joseph	White, Richard Joseph
Zid, Joseph John	

**Company C**

Schubert, Alfred Anthony  
Captain  
Gallery, William Onahan  
First Lieutenant  
Wilson, Earl John  
Second Lieutenant  
Ahern, Frederick Edward  
Ahern, William Thomas  
Armstrong, William Howard  
Brown, John Philip  
Cassidy, James Aloysius  
Cholewinski, Edward  
Cholewinski, Joseph Stanislaus  
Clark, Daniel Leo  
Cooney, James  
Coyle, Joseph Thomas  
Deering, Lawrence Joseph  
DeStefano, Vicent Rocco  
DeStefano, Rocco Emilio  
Donahue, Daniel John  
Eber, Clarence Anthony  
Fitzgerald, Thomas James  
Flood, John Francis  
Gilewski, Julius Edward  
Gubbins, Joseph Eugene  
Hackett, Edwin R.  
Hayman, Alfred Henry  
Keane, Thomas Earl

Kelly, Thomas Joseph  
Lapka, John  
Matejka, Charles Anthony  
McGinnis, Francis Lawrence  
McMahon, Aloysius William  
McQuillan, Arthur Condon  
Moore, David Joseph  
Moroney, Thomas Logan  
Murray, Lester Thomas  
Nash, Thomas Edward  
Nolan, Joseph Peter  
Nona, Edmund Joseph  
O'Connor, Glynn Leo  
Owens, Edward Joseph  
Patt, Martin Joseph  
Pierzynski, Boleslaus Stanley  
Reynolds, Thomas Joseph  
Ryan, Robert Emmett  
Schmidt, Charles Joseph  
Schmidt, Joseph Anthony  
Sullivan, Gerald Daniel  
Sullivan, Paul Harold  
Theiss, Godfrey Albert  
Turek, James John  
Urbanski, John  
Walczak, Joseph Michael  
Walsh, James Edwin  
Wiza, Francis

Woll, Albert Joseph

**Company D**

Mahoney, James Joseph, Captain  
Ryan, John Gregory  
First Lieutenant  
Smith, Francis Patrick  
Second Lieutenant  
Bresingham, William Emmett  
Byrnes, Michael Joseph  
Callaghan, Patrick Edward  
Clark, Lester Martin  
Cooney, Joseph Francis

Cronin, Cornelius David  
Crouch, John Edward  
Cullinan, John James  
Delincke, George Howard  
Devery, John Joseph  
Dunne, Sarsfield Wallace  
Eggert, Herbert Aloysius  
Erhart, Charles Andrew  
Evans, Vernon Lawrence  
Fairman, George Milton

Fitzgerald, Robert Anthony  
 Griffin, George Leo  
 Hall, Langton Raymond  
 Higgins, David Jeremiah  
 Idler, John Francis  
 Kelly, Edward James  
 Kelly, Ignatius Evans  
 Kowalewski, Edward Bruno  
 Maly, Arthur Charles  
 McDonald, Emmett Michael  
 Morrissey, Dennis Joseph  
 Mul Brandon, Francis Leo  
 Mullin, John Edward

Mulvey, Paul Joseph  
 Murphy, Timothy James  
 O'Day, James Michael  
 Prindiville, Edward  
 Rauwolf, Francis Stephen  
 Reilly, Edward Bernard  
 Romano, Emilio Carl  
 Ronan, James Aloysius  
 Schorsch, Francis Vincent  
 Slobig, William John  
 Spink, Raymond Paul  
 Stoga, Stanley Charles  
 Tuohy, John O'Hern

Wietrzykowski, John Florian

## Register of Students

---

### FOURTH YEAR

Bell, Robert Irving	Kelly, Thomas Francis
Bolin, William Frawley	Kempa, Theophile Albert
Brennan, Philip Gaul	Kenny, Edwin James
Callahan, James Joseph	Krupka, Edward Charles
Campbell, Robert Francis	Kubiszewski, Francis Lawrence
Coan, John Joseph	Kyle, Charles William
Collins, Raymond Henry	Labno, Joseph Albert
Conley, Philip Aloysius	Larkin, James J.
Connelly, Patrick Michael	Lazarski, Casimir Paul
Coughlin, Walter James	Le Febvre, John Napoleon
Cronin, Cornelius David	Maciejewski, John James
Devery, John Joseph	Mahon, Michael Patrick
Dillon, V. James	Marsh, James Joseph
Dowiat, Stanislaus Alfons	McDevitt, Bernard John
Dunne, Sarsfield Wallace	McGraw, James Joseph
Eber, Clarence Anthony	Mockus, Joseph James
Finnegan, Dennis Ignatius	Moroney, Emmett R.
Flavin, John Joseph	Morrissey, Dennis Joseph
Flynn, John Joseph	Mulligan, Dominic Gabriel
Foley, Wilbert Michael	Newhart, Henry Alan
Gallagher, Charles Joseph	Novak, Joseph Charles
Gamboney, Sal Marrion	O'Connell, Charles Joseph
Gannon, Daniel Joseph	O'Connor, Thomas Patrick
Garland, Harry Joseph	O'Mara, Leslie Joseph
Goldthwaite, John William	O'Neill, Gerald George
Grant, David Veale	Palacek, Francis James
Griffin, Thomas Francis	Penny, James Albert
Harrington, Thomas Francis	Pritzen, Bernard Michael
Hickey, Daniel Joseph	Ramp, Frederick Christian
Hoey, John Joseph	Russell, John Smyth
Hoffman, Charles Conrad	St. Aubin, Raymond de
Hoyle, Edward W.	Salmon, James Patrick
Hughes, Marsile Joseph	Schorsch, Francis Vincent
Keate, Arthur James	Schubert, Alfred Anthony
Kelly, James William	Sedlack, Albert Joseph
Kelly, John Joseph	Senese, Thomas Joseph



Sheridan, Philip Henry  
 Smart, Joseph John  
 Somerville, Henry Francis  
 Stenson, Vincent Francis  
 Sullivan, Eugene Patrick  
 Sweeney, John Francis

Taylor, Joseph Henry  
 Tobin, Richard Thomas  
 Travis, William Charles  
 Tyrakowski, Alexis Chester  
 Weigand, Charles Flemming  
 Wietrzykowski, John Florian

### THIRD YEAR

Andrulaitis, Joseph John  
 Barry, Edward Leo  
 Barry, Thomas Joseph  
 Beckham, Patrick Daniel  
 Berens, Cornelius Aubrey  
 Blake, Martin Francis  
 Campbell, Francis Joseph  
 Carmody, James Patrick  
 Caron, Joseph  
 Cavanaugh, James Louis  
 Cerney, William Joseph  
 Cikrit, Methodius Francis  
 Coakley, John William  
 Coffey, John Patrick  
 Collins, Charles Cornelius  
 Collins, James Patrick  
 Corcoran, John Joseph  
 Crane, Cyril Vincent  
 Crawford, Edward Joseph  
 Crowe, Joseph Allan  
 Culhane, Thomas Joseph  
 Cullen, Francis Paul  
 Czaja, William Francis  
 De Stefano, Rocco Emilio  
 Drever, Richard Joseph  
 Eckmann, Laurence Jerome  
 Edwards, Willard Ambrose  
 Finnegan, Eugene Edward  
 Fitzpatrick, Collins Thomas  
 Fleming, Emmett Joseph  
 Foley, Charles Joseph  
 Ford, John Lawrence  
 Gamboney, George William  
 Gillen, James Aloysius

Goggin, Edward Stephen  
 Goodwillie, Walter Mahlon  
 Griffin, George Leo  
 Harvey, Joseph Patrick  
 Hennessey, Joseph Christopher  
 Higgins, David Jeremiah  
 Hopkins, James Francis  
 Karolewski, Raymond  
 Kehoe, Frank Busch  
 Kelliher, Edward Francis  
 Kelly, Edward James  
 Kelly, John Bailey  
 Keough, Henry Elijah  
 King, John Charles  
 Kowalewski, Edward Bruno  
 Lane, George Aloysius  
 Lavin, Edward Eugene  
 Loftus, Harry John  
 Mahoney, James Joseph  
 Mahoney, Maurice Patrick  
 Maroth, Conrad Joseph  
 Maurer, John Aloysius  
 McCarthy, Joseph Thomas  
 McDonnell, Philip James  
 McGarry, Joseph Thomas  
 McGrath, Daniel Joseph  
 McGuire, John Joseph  
 McLaughlin, William John  
 McMahon, Daniel Gordan  
 McNally, James Bernard  
 McNally, William Laurence  
 McQuillan, Francis Xavier  
 Minogue, John Baptist  
 Mullin, John Edward

Mulvey, Paul Joseph  
Murphy, Joseph Vincent  
Nadon, George Felix  
Nealon, Edward Francis  
O'Connor, Edward Joseph  
O'Connor, Henry Aloysius  
O'Connor, Vincent Patrick  
O'Day, George Patrick  
O'Donnell, Alexander Francis  
O'Hearn, James Joseph  
Peterson, Theodore Joseph  
Phelan, William Edward  
Pykett, Daniel Joseph  
Reuter, Walter Joseph  
Romano, Emilio C.  
Rooney, Francis Joseph  
Rotchford, James Stuart  
Roth, William Nicholas  
Ryan, John Gregory  
Ryan, Robert Emmett  
Scanlon, John Thomas

Schell, John Emmett  
Schmidt, Alfred William  
Sellers, Edward Joseph  
Skrzydlewski, Julius Theodore  
Slobig, William John  
Smith, Francis Patrick  
Smith, Karl McCallion  
Stagg, Yves Francis  
Stanek, Wenceslaus Francis  
Stava, John Francis  
Sullivan, Robert Francis  
Sullivan, William Marvin  
Thomas, Stephen Arthur  
Troy, William Eugene  
Tures, William John  
Walsh, James Edwin  
Wilbur, George Francis  
Williams, Marco Honore  
Woll, Willard Matthew  
Wratkowski, Cyril Francis  
Zimmerman, Henry Paul

## SECOND YEAR

Atkinson, Hubert Berley  
Barry, Howard Jerome  
Basso, Harold Jerome  
Bateman, William Joseph  
Bialk, Florian Adam  
Birmingham, John Joseph  
Boehmer, Joseph Francis  
Borucki, Thaddeus  
Bouska, Francis James  
Boyd, Robert Joseph  
Boyle, Patrick Ignatius  
Broderick, John Edward  
Brown, John Philip  
Bulfin, William Joseph  
Burke, James Leo  
Byrne, Joseph Michael  
Byrnes, (Michael) Joseph  
Byrnes, William Daly  
Carr, Marvin Joseph

Carroll, Loren William  
Catuncan, Pedro Velasques  
Cholewinski, Edward  
Coakley, Joseph Eugene  
Cocot, Paul Michael  
Colbert, Franklin Benjamin  
Condon, Jerome Joseph  
Connolly, John Joseph  
Coogan, Elmer Sylvester  
Cooney, Joseph Francis  
Cooney, Martin Michael  
Coyle, Joseph Thomas  
Creighton, Harry Joseph  
Cronin, Gerald James  
Crowe, Charles Joseph  
Cullinan, Archie Joseph  
De Coste, George Edward  
Deering, Lawrence Joseph  
De Stefano, Vincent Rocco

Digan, Eugene Owen  
Dillon, John Thomas  
Doherty, Edward Michael  
Doyle, John Stanislaus  
Driscoll, Maurice Patrick  
Duffy, David Joseph  
Eggert, Herbert Aloysius  
English, Thomas Francis  
Erhart, Charles Andrew  
Evans, Vernon Lawrence  
Fairman, George Milton  
Fitzgerald, Robert Anthony  
Fitzgerald, Thomas James  
Flood, John Francis  
Flynn, Claude Albert  
Flynn, John Joseph  
Flynn, Wilbur Joseph  
Foley, John Urban  
Fruin, Robert Edward  
Gallery, William Onahan  
Gavin, John Edward  
Gilewski, Julius Edward  
Gilgar, Henry Martin  
Gilmore, Thomas Francis  
Grant, Raymond Thomas  
Gubbins, Joseph Eugene  
Hagerty, James Aloysius  
Haggerty, James Anthony  
Halleck, Joseph William  
Hartnett, Leo Joseph  
Hawkins, Robert Joseph  
Hayman, Alfred Henry  
Heffernan, Joseph Thomas  
Huesing, Gerald Henry  
Idler, John Francis  
Irwin, John Robert  
Janeczko, John  
Johnson, Robert Adelbert  
Johnston, Robert Joseph  
Kane, William Ignatius  
Kavanagh, Thomas Matthew  
Kearney, James Francis  
Kelly, Emmett Francis  
Kelly, Ignatius Evan

Kennedy, Harold Joseph  
Kerwin, Raymond Whipple  
Kissane, Daniel Joseph  
Knaisel, Maryan Edward  
Koneski, Chester Francis  
Krupka, John Miles  
Lardner, John Ignatius  
Leahy, Thomas Emmett  
Lowery, Charles Hugh  
Maciejewski, Raymond  
Maguire, James Francis  
Maher, Leonard Francis  
Maly, Arthur Charles  
McCarthy, Joseph Stephen  
McCarthy, Joseph Thomas  
McGinnis, Harry Aloysius  
McGivney, James Francis  
McJohn, Edward Ignatius  
Miastkowski, Edward  
Michuda, Leo Lawrence  
Miehlich, Francis Edward  
Monaco, Edward J.  
Monahan, Owen Francis  
Monahan, William Earl  
Moore, David Joseph  
Moroney, Thomas Logan  
Muelleman, Joseph John  
Mullbrandon, Francis Leo  
Murphy, Francis Irwin  
Murphy, George Edwin  
Murphy, Timothy James  
Murray, Lester Thomas  
Nadon, Albert Wilfred  
Nevin, Hugh Aloysius  
Newhart, Donald O'Connor  
Nolan, William Joseph  
O'Connor, Donald M.  
O'Connor, Edmund Ignatius  
O'Connor, Glynn Leo  
O'Connor, William Joseph  
O'Dowd, James Joseph  
O'Grady, Edward James  
O'Laughlin, John Edward  
O'Neill, Edward Daniel

Owens, Edward Joseph  
 Patt, Martin Joseph  
 Perry, Theodore Nicholas  
 Pierzynski, Boleslaus Stanislaus  
 Prindiville, Edward  
 Pritzen, Aloysius Augustine  
 Richardson, Edwin Joseph  
 Ronan, James Aloysius  
 Rose, James Bonaventure  
 Rowan, James Ambrose  
 Rueter, Milton John  
 Russell, Dennis Paul  
 Ryan, Thomas Francis  
 Ryan, William Kelly  
 Schmidt, Joseph Anthony  
 Schmitt, Albert Matthew  
 Shea, John Edward  
 Sheehan, John David  
 Shields, John Vincent

Sloan, John Joseph  
 Stoecker, Andrew George  
 Tarpey, Martin William  
 Tuohy, John O'Hern  
 Turek, James John  
 Turek, John Ignatius  
 Vaughan, Lester Vincent  
 Vlk, Jerome Jarlath  
 Wcislo, John Francis  
 Wilcox, Albert James  
 Wilson, Francis Michael  
 Wilson, John Earl  
 Wilson, Mark Anthony  
 Wiltrakis, George Augustine  
 Wiza, Francis  
 Wojczynski, Leonard Martin  
 Woll, Albert Joseph  
 Wroblewski, Albert William  
 Young, Leo Nicholas

### FIRST YEAR

Ahern, Frederick Edward  
 Ahern, William Thomas  
 Ahern, William Thomas Aloysius  
 Allmen, John Xavier  
 Ambrose, Walter Francis  
 Andryaszewicz, Zygmunt L.  
 Armstrong, William Howard  
 Baldwin, Philip Gerald  
 Banis, Anthony George  
 Barry, Francis Xavier  
 Barton, Thomas J.  
 Bergen, Philip Richard  
 Bessler, Albert Matthew  
 Brennan, John Thomas  
 Bresingham, William Emmett  
 Buckley, John Henry  
 Burke, Thomas Aloysius  
 Burns, William Cyril  
 Byrne, Edward Patrick  
 Byrnes, John Marshall

Cahill, Daniel Joseph  
 Callaghan, Patrick Edward  
 Campbell, Raymond Edwin  
 Campbell, Stephen John  
 Carbon, Francis Joseph  
 Carter, Wendel Delbert  
 Cassidy, James Aloysius  
 Cholewinski, Joseph Stanislaus  
 Citro, Vincent Ignatius  
 Clark, Daniel Leo  
 Clark, Lester Martin  
 Clinch, Thomas James  
 Coan, Edward Ignatius  
 Coghlan, John Edward  
 Collins, Edmond Aloysius  
 Connolly, William Patrick  
 Cooney, James Edward  
 Corcoran, Patrick James  
 Cronin, Daniel Joseph  
 Cronin, William Joseph

Crimmin, Bernard Dennis  
Crouch, John Edward  
Cullen, Edward Vincent  
Cullen, Matthew James  
Cullerton, John Joseph  
Cullinan, John James, Jr.  
Deegan, James Sylvester  
Della Maria, Joseph Peter  
Delincke, (George) Howard  
Dillon, James Astor  
Dlouhy, Edward Joseph  
Donahue, Daniel John  
Donovan, Dennis Aloysius  
Doyle, Thomas James  
Dunne, Robert Wallace  
Ellensohn, John Maximilian  
Ellman, Francis Dominic  
Engel, Francis Christopher  
Estes, Benjamin Samuel  
Ferring, Clarence Augustine  
Fitzpatrick, John Joseph  
Flynn, Lawrence Edward  
Foley, Bernard Benedict  
Ford, Cornelius Paul  
Gallagher, Donald Joseph  
Giardini, Samuel Joseph  
Gilmore, Francis Peter  
Glynn, (Michael) George  
Golden, James Bernard  
Grauel, William  
Gomolski, Frank Stanley  
Greene, Francis James  
Grogan, John Joseph  
Grogan, Thomas Aloysius  
Hackett, Edwin Raymond  
Hall, Langton Raymond  
Hannan, John Philip  
Hendricks, Edwin Leroy  
Herbuveaux, James Jacob  
Honda, Edward  
Houle, Henry Robert  
Hronek, Joseph William  
Hudik, Joseph Kransentius  
Hynes, Raymond Arnold

Jasinski, Edward  
Jordan, James Patrick  
Keane, James Patrick  
Keane, Thomas Earl  
Keating, George Nelson  
Kelly, Edmund Ambrose  
Kelly, Edward J.  
Kelly, Thomas Joseph  
Kieffer, Robert Edward  
Kline, William John  
Knauber, William Howard  
Kothera, Edward John  
Kowalski, Ceslaus  
Kutas, Walter John  
Lacombe, Alphonse  
Lamb, John Richard  
Lambur, George Edward  
Lapka, John  
Leach, Daniel Francis  
Litoborski, Clarence Joseph  
Lombard, S. Bernard  
Luecker, George William  
Lueneburg, Walter Carl  
Lukos, Leo Ignatius  
Maguire, Clarence James  
Majeski, Francis  
Mally, Theodore George  
Matejka, Charles Anthony  
Matthews, Thomas Henry  
McAuliffe, John Joseph  
McCann, Harold Francis  
McCanna, Lawrence Edward  
McCarthy, Maurice Charles  
McDonald, Emmett Michael  
McGinnis, Francis Laurence  
McGonagle, (Joseph) Clyde  
McKenna, Thomas G., Jr.  
McMahon, Aloysius William  
McMahon, Marshal Ignatius  
McNally, Eugene Arthur  
McQuillan, Arthur Condon  
McShane, Benedict Leo  
Miller, Hartman Aloysius  
Miller, Henry Madden



Miller, Lawrence James  
Minogue, Edward Joseph  
Mongoven, Vincent Howard  
Moorehead, Joseph Francis  
Moran, Marshall Denis  
Moriarity, William James  
Murphy, Edward Lon  
Murray, Francis George  
Nash, Thomas Edward  
Nash, Thomas Patrick  
Nausieda, Isadore James  
Neuman, Joseph Julian  
Nigro, Salvatore  
Nolan, James Leo  
Nolan, Joseph Peter  
Nona, Edmund Joseph  
Nottoli, Peter John  
Novak, Edward  
Nugent, Francis John  
Nugent, James Patrick  
O'Brien, John Francis, Jr.  
O'Connell, Joseph Patrick  
O'Day, James Michael  
O'Donnell, Thomas Joseph  
O'Donnell, William Joseph  
O'Shea, James Raymond  
Phelan, John Francis  
Pirritte, William Franklin  
Plecki, Edward  
Powers, James Michael  
Quigley, James Edward  
Quinn, Philip John  
Raday, Walter Francis  
Rauwolf, Francis Stephen  
Reilly, Edward Bernard  
Reilly, John Joseph  
Reinert, Frederick  
Reynolds, Thomas Joseph  
Richmond, Maurice Richard  
Rotchford, Eugene Robert  
Ruhnke, August Michael  
Russell, William Joseph

Ryan, John Francis  
Schaefer, Clarence Kenneth  
Schmidt, Charles Joseph  
Scott, Robert Barry  
Sheahan, Charles Gilmore  
Sheehan, John Joseph  
Shemaitas, John Joseph  
Siergiej, Francis  
Simonavichius, Vincent Francis  
Specht, John Reinhart  
Spink, Raymond Paul  
Spinnad, Charles Joseph  
Stejskal, John Wenceslas  
Stepuneik, Joseph Anthony, Jr.  
Stoga, Stanley Charles  
Sullivan, Emmett Stephen  
Sullivan, Gerald Daniel  
Sullivan, Paul Harold  
Theiss, Godfrey Albert  
Thomas, Marvin Ignatius  
Tobin, William James  
Toomey, John Edward  
Turned, George Raymond  
Urbanski, John  
Van Pelt, Harry Charles  
Walczak, Joseph Michael  
Waller, Karl Russell  
Walsh, William Joseph  
Walsh, William Thomas  
Weldon, Charles Richard  
White, Richard Joseph  
Wiatrak, Edward Thomas  
Wilkins, Donald Joseph T.  
Willoughby, Thomas Douglas  
Wirth, Harold Francis  
Witt, George Francis  
Zellen, Bernard Joseph  
Zerega, Arthur Francis  
Zid, Joseph John  
Zimmerman, Henry Herman  
Zupan, Stanislaus Paul  
Zvetina, Richard George





**1920 — 1921**

**Entrance Examination, September 1, 2, 3**

**Registration Day, September 7**

**Class Begins Monday, September 8**

5c72a  
1920/21

THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

# LOYOLA UNIVERSITY

---

## SAINT IGNATIUS HIGH SCHOOL

CHICAGO, ILL.



1921

Supplement to General Catalogue



CATALOGUE  
OF  
ST. IGNATIUS HIGH SCHOOL

---

Address: The Principal

St. Ignatius High School, Chicago, Illinois

1076 Roosevelt Road, W.

Telephone: Monroe 1391

---

1921

LOYOLA UNIVERSITY PRESS

CHICAGO

## BOARD OF MANAGERS

---

REV. JOHN B. FURAY, S. J.

President

REV. JOSEPH G. KENNEDY, S. J.

Vice-President

REV. GEORGE P. SHANLEY, S. J.

Secretary

REV. ALBERT F. ESTERMAN, S. J.

Treasurer

REV. PATRICK A. MULLENS, S. J.



## FACULTY

---

REV. JOHN B. FURAY, S. J.  
PRESIDENT

REV. ORMOND P. D'HAENE, S. J.  
PRINCIPAL

REV. JAMES J. MERTZ, S. J.  
MR. WILLIAM J. MCGUCKEN, S. J.  
FOURTH YEAR

REV. WILLIAM J. TALBOT, S. J.  
REV. ROLAND J. KENNY, S. J.  
MR. FRANCIS P. BUNGART, S. J.  
THIRD YEAR

REV. WILLIAM H. TRENTMAN, S. J.  
REV. FRANCIS D. STEPHENSON, S. J.  
REV. GEORGE H. MAHOWALD, S. J.  
MR. J. VINCENT KELLY, S. J..  
SECOND YEAR

REV. JAMES E. CONAHAN, S. J.  
REV. FRANCIS X. BREEN, S. J.  
REV. VALENTINE M. HORMES, S. J..  
REV. FRANCIS X. SENN, S. J.  
REV. JAMES P. MONAGHAN, S. J.  
MR. THOMAS S. BOWDERN, S. J.  
FIRST YEAR

MR. THOMAS J. BURKE, A. B.  
ALGEBRA

REV. JAMES A. BICK, S. J.  
CHEMISTRY-ALGEBRA

REV. TERENCE T. KANE, S. J.  
ENGLISH

## SAINT IGNATIUS HIGH SCHOOL

REV. JOHN B. ESMAKER, S. J.  
PHYSICS

MR. OTTO LASKE, A. B.  
FRENCH-CIVICS

MR. FRANCISCA RIVERA, A. M.  
SPANISH

REV. CHARLES P. SULLIVAN, S. J.  
MR. JAMES G. SMITH, S. J.  
ENGLISH

CAPT. FRANK B. McKENNA, U. S. A.  
MILITARY SCIENCE AND TACTICS

REV. THOMAS F. TREACY, S. J.  
CHAPLAIN

MR. THOMAS S. BOWDERN, S. J.  
LIBRARIAN

EDWARD J. KIEFFER, M. D.  
ATTENDING PHYSICIAN

## HISTORICAL SKETCH

---

The first Jesuit, whose name is identified with religious work in the organized diocese of Chicago is the Rt. Rev. James Oliver Van de Velde, second bishop of Chicago. Born in Mechlin, Belgium, he came to the New World to consecrate his life to missionary work there. February 11th, 1849, he was consecrated Bishop in the University church of St. Louis and came at once to rule the young diocese of Chicago, left vacant by the death of Bishop Quarter. Missionary Fathers of the Society of Jesus visited the city during the following years. In the year of 1855, Rev. Arnold Damen, then in the prime of life and the fullness of his power, appeared in the pulpit of old St. Mary's on the corner of Wabash Avenue and Madison Street. So great was the fruit of this mission and so great too the need of priests in the growing diocese that the Bishop of Chicago, the Rt. Rev. Anthony O'Reagan sent an earnest petition to the Superior of the Society of Jesus to found a house of the Order in his diocese.

The request met with a favorable reception in St. Louis. The spiritual needs of the community as well as the prospects of a large Catholic population in the near future, particularly appealed to superiors. Accordingly Father Arnold Damen and Father Charles Truyens were ordered to Chicago. They arrived here on the 4th of May, 1857 and presented themselves to the Rt. Rev. Bishop, who received them with gratitude and fatherly kindness.

Bishop O'Reagan immediately exerted himself to provide the new fathers with a suitable parish. He first offered to turn over to them the Holy Name Church with the understanding that the University of St. Mary of the Lake should pass under the control of their order as soon as the necessary faculty could be provided. This offer was a generous one, but Fr. Damen, in whom zeal and piety were singularly united

with prudence and a far seeing business capacity, after careful investigation, declined. To begin with a church already built and a congregation already established, did not appeal to the missionary spirit of the zealous priest. He wished, as he expressed it, "to begin at the bottom," to select a site to build his own church and to gather around him a congregation of his own choosing.

A site on the North Side and another in the vicinity of Union Park were for some time under advisement, but these neighborhoods even then seemed likely to attract the wealthy and crowd out the workingman. It was to the poor that Father Damen, like his Divine Master, wished the Gospel to be preached. Finally toward the end of May the present location in the western part of the city was purchased for the sum of \$17,900, and Father Damen began at once to arrange for a church. When the fact of the purchase became known it met with universal astonishment and disapprobation. The land was at least a mile distant from the houses which made up the city; there were few homes and fewer Catholic families in the neighborhood and of course, there were none of the modern means of transportation which could induce those who labored in the city to make their homes in the suburbs. That so many excellent locations should be passed over in favor of the one which seemed so poor, was considered by many as a disastrous beginning for the Jesuits of Chicago.

At the cost of \$1,600 a small wooden church was erected on May and Eleventh Streets, under the title of the Holy Family. A city seemed to spring up from the prairie around the Church of the Holy Family, and two months later at the end of August, the structure was found too small and a temporary addition was made.

For thirteen years Father Damen and his associates labored in the building up of a whole circuit of efficient primary schools, until he saw in them material for a college, waiting, as ripened grain, to be gathered in by him. He saw that a Catholic institution of higher education was imperatively needed in this great Western Metropolis, and in 1869 he began

to erect a college building on the ground lying to the East of the Church on a lot formerly occupied by a Lutheran church. The building was not wholly complete when, on September 5th, 1870, St. Ignatius College opened its doors for the first time. Only thirty students applied for admission. By the end of the first year the roll numbered ninety-nine. At the closing exercises of the first year no degrees were conferred. Declamations, songs, a humorous sketch and a debate gave the students ample opportunity to display what progress had been made during the year. One new class, First Humanities, was added the second year. It was the intention to add one new class every year. Before the end of the second year one hundred and forty-three students were in attendance; and from that day to the present time the college has steadily grown in size, reputation and the extent of its influence. During this term the great fire broke out just east of the college, but left the college buildings untouched. Classes were suspended during two weeks, while the buildings were used as relief stations for the distribution of provisions and clothing, for lodging homeless orphans. The closing exercises of the second year brought encomiums from the entire press of the city. But Father Damen's power as a preacher gave rise to insistent demands that he devote his time to giving missions in different parts of the country and it was deemed advisable to relieve him of the confining office of president.

Fr. Coosemans, the second president was a man whose prudence, business ability and gentle firmness in dealing with others had marked him for a position of command. He had filled the offices of President of Bardstown College and St. Louis University and had governed the Missouri Province of his order for nine years. He served but two years as head of St. Ignatius for in 1874, while preaching, he was suddenly seized with apoplexy and fell helpless to the floor.

It was during Father Coosemans administration that the Museum of Natural History, one of the greatest glories of St. Ignatius College, began to give promise of what it was afterwards to attain. This Museum contains one of the



largest private collections of zoological, botanical and mineralogical collections in the country. The Museum is a monument of the persevering labor of Father Shulak. The bishop of Chicago, Rt. Rev. Thos. Foley, having lost both his cathedral and his residence in the fire, accepted the hospitality of the Jesuits and remained with them for six months. Upon his departure he left a donation of one thousand dollars to be applied to the Museum. During this year the Students' Sodality, a potent influence for good, was formed. At the closing exercises on June 25, 1873, Mr. Philip J. Reilly received the degree of Master of Arts, the first degree conferred by the college.

From 1874 to 1877 Rev. John De Blicke was President. In 1876 the Chrysostomian Debating Society was formed and at the end of the year the first degrees in course were merited by seven members of the graduating class.

In 1877, Father Miles succeeded to the President's chair and during his administration much constructive work was done for studies: the course was lengthened to seven years, a scientific course, leading to the B. S. degree was introduced, a literary society, a choral club and a scientific academy were organized.

The years of Father Thomas O'Neil's term as President, from 1880 to 1884, constituted a period of quiet and steady growth. The appreciation of the public was manifested on many occasions. At one of the annual Commencement Exercises one archbishop, two bishops, thirty-seven members of the clergy and the Mayor of the city were present on the stage. On another the members of the city council promised to attend in a body.

Father Zealand was the sixth president. Marked attention was paid to science and a scientific circle was formed. In 1877 the registration passed the three hundred mark.

Upon assuming the presidency in 1887, Father Edward A. Higgins found a faculty of nineteen active and capable professors. A marked devotion to study, manifested in numerous public entertainments, characterized the period of his



administration. In response to the urgent requests of many Catholics in that part of the city, in 1888 the North Side Collegiate School was opened on LaSalle Street near North Avenue, as a branch of the College. The new school was moderately successful from the start, but its career was destined to be brief. The pupils numbered 36 at the start and when it was abandoned at the end of the second year there were 60 in attendance.

Under Father Higgins two new student organizations were founded, the Dramatic Club and the Athletic Association. Since that time gymnastic entertainments have been given almost yearly. Another improvement begun was the Students' Library Association. Both the Students' Sodality and the Acolythical Society had small libraries; these were combined into one, and students were made responsible for the care and distribution of the books. The students' library has prospered until it now numbers over eight thousand volumes, especially selected with a view to providing collateral reading for the work done in class. The Students may also consult the University library which contains about seventy thousand bound volumes. In 1888 appeared the first publication edited by the students, an eight-page paper called "Easter Chimes," the forerunner of the college magazine, which was to follow soon after.

In 1891 Father Thomas Fitzgerald assumed the office of President. Before the end of his term, three years later, the enrollment had reached four hundred and ninety six. The students continued to display an intense and practical interest in their work. Twenty-four public entertainments were given during these three years, and it is no unusual thing to read that "too many tickets were printed; many had to stand." One entertainment in particular is worthy of mention. On October 19, 1893, a celebration was held to commemorate Columbus Day, at which His Eminence, Cardinal Gibbons and the Papal Legate, Mgr. Satolli were present. During this year the first perpetual scholarship was founded by Miss Eliza McConville. A scientific academy and a Camera Club

were started in 1892 and all the photographs of the college, the museum, the gymnasium, the chapel, the library and the reading room, which we find in the catalogs of this period were the work of the members of this club.

In September, 1894, Father Fitzgerald was called, as were several of his predecessors, to the office of Provincial of the Missouri Province of Jesuits. His successor in the presidency was not appointed until December, when Father James Hoeffler was installed with fitting ceremonies. Father Hoeffler, who died in the Fall of 1913, is still remembered and venerated by a host of friends. His tolerant and sympathetic disposition endeared him to all. The first event of importance under his administration was the formation of the Alumni Association. The approaching silver jubilee of the college, which attracted to their Alma Mater the attention of all the former students, was rightly considered a favorable time to gather the alumni together in some permanent association. This was accomplished on February 10th, 1895.

The Silver Jubilee was celebrated with elaborate ceremonies in June, 1895. On June 23rd, there was a solemn Mass of thanksgiving in the presence of Rt. Rev. Edward Joseph Dunne, D. D. The following evening the Commencement exercises were held at the Auditorium. The speakers were Rev. John W. Melody, Hon. Richard J. Prendergast, Hon. Wm. J. Onahan, and His Grace, Most Rev. Patrick A. Feehan. On June 25 the alumni gathered in the college hall with intent, as the program tells us, to

Mingle with the friendly bowl

The feast of reason and the flow of soul.

The Silver Jubilee is commemorated by a lapidary tablet in the vestibule of the college. There is also among the archives of the college a letter from Pope Leo XIII conveying the Apostolic Blessing to the faculty, alumni and students. And certainly His Holiness must have looked with approbation upon the noble work accomplished, and accomplished for the glory of God and the welfare of the Church. At the time there were in attendance four hundred and ninety-four stu-

dents, who were receiving not only a thorough training in the classics and the sciences, but above all in their holy religion; young men who, if sound training and the possession of sound principles of conduct count for anything, could be expected to become worthy citizens of the republic and faithful sons of the Church. Fifty-nine former students had completed their theological studies and were engaged in the work of the sacred ministry. Almost fifteen hundred students matriculated at the college and came under an influence that could not fail to leave a stamp upon their characters and their lives. Of these sixty nine had completed the entire course and received their degrees.

The event of 1895 was the completion of the new college building. It is 128 feet long and 66 feet wide and is virtually fireproof. It is situated northwest of the original building and contains eighteen class rooms with a total seating capacity of over 500. The fourth floor is reserved for the physical and chemical laboratories, while in the basement are found the playroom and gymnasium. This structure is entirely modern throughout. The classrooms are admirably lighted and ventilated. The stairways are of iron and the exits so well arranged that when the signal is given for fire drill the entire building is emptied in less than ninety seconds.

On August 16, 1898, Father Hoeffler was called to a more difficult post, that of president of St. Louis University. His successor was not appointed until November 15, when Father John F. Pahls was promoted from the presidency of Creighton University to St. Ignatius College.

Thousands of newspaper clippings, preserved in the scrap-books, kept by the vice-president, bear testimony to the activity of the college during this period. Plays, elocution and oratorical contests, concerts and literary evenings followed one another in rapid succession. One more student organization was founded during Father Pahls's term of office—the Loyola Literary Society, to afford the high school students practice in debate.

From 1900 to 1908 Father Henry Dumbach was president

of St. Ignatius College. Under Father Dumbach, St. Ignatius College may be truly said to have reached the apex of its glory. The reputation of the college was now firmly established; when it presented its students to the public in any kind of entertainment, no hall was large enough to accommodate the throngs who came to hear them, and so intense was the activity of the students in a dozen directions, so constant and stimulating the encouragement given by the faculty, that scarcely a month passed without some event testifying eloquently to the fact that St. Ignatius College was in every way well abreast of the times. Not to dampen the ardor of those under his command, nor oppose the constructive measures they initiate—this undoubtedly is the secret of successful leadership, and therein lay one of Father Dumbach's chief claims to distinction. He was fortunate in having under him men of proved efficiency. Father Francis B. Cassilly had filled the position of vice-president with marked distinction under the two preceding presidents; and now equipped with an invaluable fund of experience he threw all his energies into the task of developing to the utmost whatever college activities were worthy of attention. His energy extended to the smallest detail of college routine, and his active mind made ample and timely provision for the success of every enterprise undertaken by the students. Space does not permit our speaking in detail all that Father Cassilly accomplished; it is enough to say that during his term of office the name of St. Ignatius College was a household word from one end of Chicago to the other.

Student societies prospered under Father Cassilly. An orchestra was organized which continues to appear at college entertainments. There was also formed a glee club and an academy choir. The first issue of the *St. Ignatius Collegian* appeared in April, 1901. This magazine is now a bi-monthly and is known as the *Loyola University Magazine*. In 1908 two other organizations came into existence; the college band and the Wyspianski (Polish) Literary Society.

Thirty seven years and six months after Father Damen



assumed the presidency with the purpose of building up, at whatever cost to himself, an institution where the educational wants of the Catholic youth of Chicago could be met, Father Burrowes came into office, keenly impressed with the idea that a college alone would no longer suffice, and that the building up of a university was a task reserved for him. As the title of Founder of the College belongs to Father Damen so the title of founder of the greater college, that is, of Loyola University belongs to Father Burrowes, who assumed the office of president in February, 1908. Under Father Burrowes the college and high school kept pace with the growing university and all their activities flourished.

From February, 1912 to August, 1915, Father John L. Mathery was president and during his administration the college as well as the entire university continued quietly to produce all the good to be expected. Father Mathery's policy was one of patient waiting and time has justified this attitude.

The fourteenth president and the present incumbent is Reverend John B. Furay who assumed office in August, 1915, and whose policy has been, not to open new departments, but to strengthen and solidify those already established.

Since 1902 ten free scholarships have been annually offered by St. Ignatius College to be competed for by the parish schools of the city. With each succeeding year the number of applicants for these coveted prizes increases until at present over 600 present themselves for the annual competition. The number of applicants and the fewness of the prizes, together with the fact that many of the boys are unable to get a higher education brought home to the faculty the need of enlarging the plan of scholarships. A canvass was made among the friends of the college who would be willing to help in carrying the burden. This appeal to the alumni and friends of the college and to the various Catholic organizations met with an immediate and generous response and an opportunity was thereby given to many poor boys who would otherwise be deprived of the advantages of a Catholic higher education.

## SYSTEM OF EDUCATION\*

---

The educational system in use at St. Ignatius Academy (substantially the same employed in two hundred and twenty-seven educational institutions conducted by the Society of Jesus in nearly all parts of the world), is guided by the principles set forth in the *Ratio Studiorum*, a body of rules and suggestions outlined by the most prominent Jesuit educators in 1599, revised in 1832, and attended up to the present with unflinching success.

Truly psychological in its methods, and based upon the very nature of man's mental processes, it secures on the one hand that stability so essential to educational thoroughness, while on the other it is elastic and makes liberal allowances for the widely varying circumstances of time and place. While retaining, as far as possible, all that is unquestionably valuable in the older learning, it adopts and incorporates the best results of modern progress. It is a noteworthy fact, however, that many of the recently devised methods of teaching, such as the Natural, the Inductive and similar methods, are admittedly and in reality mere revivals of devices recommended long ago in the *Ratio Studiorum*.

As understood by the Jesuits, education in its complete sense, is the full and harmonious development of all those faculties that are distinctive of man. It is more than mere instruction or the communication of knowledge. The requirements of knowledge, though it necessarily pertains to any recognized system of education, is only a secondary result of education itself. Learning is an instrument of education, which has for its end culture, mental and moral development.

---

\*Those who are desirous of further information on this subject are referred to "Jesuit Education," by Robert Swickerath, S. J., (Herder, St. Louis, 1903,) and to the numerous documents therein cited.



Consonant with this view of the purpose of education, it is clear that only such means, such as Science, Language and the rest, be chosen both in kind and amount, as will effectively further the purpose of education itself. A student can not be forced, within the short period of his school course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of knowledge has been scientifically divided. It is evident, therefore, that the purpose of the mental training given is not *proximately* to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic high school course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the Jesuit System that different studies have distinct educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalents can not be applied. The specific training given by one can not be supplied by another. The best educators of the present day are beginning to realize more fully than ever before that prescribed curricula, embracing well-chosen and co-ordinated studies, afford the student a more efficient means of mental cultivation and development. This, however, does not prohibit the offering of more than one of such systematic courses, as for instance, the Classical and the Scientific, in view of the future career of the individual. While recognizing the

importance of Mathematics and the Natural Sciences, which unfold the inter-dependence and laws of the world of time and space, the Jesuit System of education has unwaveringly kept languages in a position of honor, as an instrument of culture. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reason. Language and History effect a higher union. They are manifestations of spirit to spirit, and by their study and for their requirement the whole mind of man is brought into the widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers.

Finally, the Jesuit System does not share the delusion of those who seem to imagine that education, understood as an enriching and stimulating part of the intellectual faculties, has of itself a morally elevating influence in human life. While conceding the effects of education in energizing and refining the student's imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development, of themselves, have no moral efficacy. Religion alone can purify the heart and guide and strengthen the will. This being the case, the Jesuit System aims at developing side by side the moral and intellectual faculties of the student, and sending forth into the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. It maintains, that, to be effective, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere that the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade. In a word the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, as well as for the upbuilding of moral life, civil and religious .

## MORAL AND RELIGIOUS TRAINING

In its moral and religious training the High School aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. Students of any denomination are admitted to the courses, but all are required to show a respectful demeanor during the ordinary exercises of public prayer. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat, and to approach the Sacraments at least once a month.

## St. Ignatius High School

---

### PROSPECTUS

**St. Ignatius High School and Its Relations to Loyola University.**—St. Ignatius High School was erected in 1869. It is conducted by the Fathers of the Society of Jesus. During the fifty years of its existence it has trained and sent into the world thousands of men who now hold responsible positions in business and professional life. Every year hundreds of parents, realizing the priceless value of a good education, enter their sons at St. Ignatius High School, assured that there, while receiving a training which is strictly modern, yet sane and substantial, they will be guided by men who take a personal interest in the welfare of every student, and who spare no pains to develop whatever talent each one may possess.

If, after completing his High School course, the student desires to continue his studies, he may do so without being obliged to enter a new institution and mingle with strangers; for St. Ignatius High School is the preparatory department of Loyola University, in whose four faculties of Literature, Law, Medicine and Engineering more than a thousand students are now acquiring knowledge which will make them successful men and useful citizens of the nation.

**Location and Buildings.**—St. Ignatius High School is located at 1076 Roosevelt Road, W. Its central location makes it easy of access even from the remotest sections of the city. The buildings contain valuable Mineralogical and Natural History Museums, and a library of seventy thousand volumes, a department of which is reserved for the students. The class-rooms are well lighted and comfortable; there is a gymnasium, provided with lockers and shower-baths, and, in general, the Academy has all the equipment needed for the

convenience, comfort, and mental and physical development of the students. The Department of Physics has an ample lecture room, and laboratories fitted with all the up-to-date apparatus required for experimental purposes. The Department of Chemistry, in addition to its lecture room, has eight large slate-topped tables for qualitative analysis, so arranged as to accommodate eighty students.

### GENERAL INSTRUCTIONS

**Testimonials.**—St. Ignatius High School is for day scholars only. Each applicant must present a testimonial of good character from the head of the institution last attended, or in case of a long intermission of study previous to his entering St. Ignatius High School, a testimonial from the pastor of his church. No application for admission will be accepted definitely until satisfactory letters have been received.

No student will be admitted who does not reside with his parents, or immediate relatives, or if this be impossible, with persons duly approved by the authorities of the school.

**Distribution of Time.**—The Academic Year comprises thirty-eight weeks, an aggregate of one hundred eighty class days, extending from the first week in September to the third week in June. It is divided into semesters with short recesses at Christmas and Easter. Saturday is the weekly holiday. Classes are not held on legal holidays, nor on days observed as holydays of obligation in the Catholic Church.

The High School is open every class day at half-past seven o'clock. Those who come before the time for class proceed at once to the study hall and spend the interval in private study. All are required to be present five minutes before half-past eight o'clock, at which hour the Catholic students attend Mass. The regular class exercises begin at 9 A. M. and close shortly after 3 P. M.

**Attendance.**—As regular attendance is an important element in class-standing and an essential condition for successful



work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitation or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal. Students are required to be present eighty-five per cent of the school year to merit promotion in June.

**Home Study.**—All endeavors of the Faculty will fail to insure success for the students, unless they apply themselves to their studies with diligence and constancy outside of class hours. Parents and guardians are, therefore, respectfully urged to insist on this application.

**Communications.**—Due notice should be given to the Principal of a change of residence, or of the contemplated withdrawal of a student.

**Examinations.**—Written examinations, covering the matter of each semester, are held in January and June, respectively. These two examinations count for class prizes and honors and are decisive for promotion. Each branch is estimated on the basis of 100 per cent; the passing mark is 70; below 50 is failure, and from 50 to 69 is a condition. Conditions in the semester examinations must have been removed by the end of the next semester or they automatically become failures.

**Premiums.**—The medals and prizes given on Commencement Day and awarded in accordance with the results of the semester competitions are: the medal of excellence for the highest average in the class; first and second honors for a yearly percentage of 90 and 85, respectively. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 70 is failure to pass.

**Discipline.**—The registration of a student is deemed a recognition, on his part and on the part of his parents or



guardian, of compliance with all the rules and regulations of the School.

Refinement of manners, habits of obedience and order, neatness in person and dress, and punctuality are required at all times as matters of importance.

No point of vigilance is neglected whereby purity of mind and heart, frankness of character and congeniality may be instilled into the students, together with that strength of will and uprightness of heart which alone can fit them, under religious discipline, for the proper discharge and adequate fulfillment of their duties in later life.

No student who persistently neglects his school work, or whose influence, apart from open disobedience or insubordination, is considered by the Faculty to be detrimental to the reputation of the School or obstructive of the good of other students, will be allowed to remain in the School.

The use of tobacco in any form, on or near the School premises, is strictly forbidden at all times.

**Conduct Outside the Premises.**—For faults committed outside the premises the officers of the High School do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the High School, the authorities will hold students strictly accountable for offenses of this nature.

**Luncheon.**—Dining rooms have been fitted up for the students, and placed in charge of a reliable caterer, so that students who desire a warm luncheon at the noon hour may be able to obtain it without leaving the premises.

Students are not allowed to leave the premises between the sessions without a personal request from their parents or guardians to take lunch elsewhere.

**Progress.**—The School cannot assume responsibility for the progress expected of the students unless it can have full control of their time. Hence parents and guardians are earnestly requested to see to it that other occupations or appointments are not arranged at hours which may conflict

with class exercises or with necessary detentions after school hours for unsatisfactory recitations or violations of discipline.

### EXPENSES

Since the Institution is not endowed, it is entirely dependent for support on the fees paid for tuition.

Tuition per session of ten months, for all classes, \$80.00.

Students of General Chemistry and Physics pay \$10 per session.

Students engaged in Laboratory work deposit \$5.00 with the Treasurer at the beginning of the Course, to pay for chemicals and breakage.

High School Diploma, \$5.00.

Library Fee for all, \$1.00.

Athletic Fee for all, \$2.00.

For each conditioned examination taken on the appointed day, a charge of \$1.00 is made; if taken at another time, the charge is \$2.00.

Payments for conditioned examinations must be made invariably before the examinations.

The year is divided into quarters, which begin, respectively, about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Payments must be made quarterly or semi-annually in advance. No deduction is allowed for absence.

No diploma or credits are issued until all indebtedness has been paid.

### SCHOLARSHIPS

Some of the friends of St. Ignatius College, realizing the importance and necessity of substantial encouragement and support in the work of Catholic higher education, have recently tendered such encouragement and support in the most practicable and desirable way, viz., by establishing Scholarships. These St. Ignatius High School gratefully acknowledges.

A Perpetual Scholarship can be founded or established when the endowment is fifteen hundred dollars, a sum sufficiently large to yield an annual interest that will cover the yearly tuition.

A Course Scholarship represents an amount necessary for a full course (High School and College), *payable annually*, entitling the holder upon successful examination at the end of the course to a Baccalaureate Degree.

An Annual Scholarship is provided by the yearly donation of \$80.00.

### Perpetual Scholarships

The Miss Eliza McConville

Memorial Scholarship: Margaret Gertrude Onahan

Damen Council, 650, Knights of Columbus

The Hon. William J. Onahan

The Hon. Charles A. Mair

The Hon. Thomas Brennan

Memorial Scholarship: Mrs. Mary White Riordan

The Henry Venn, A. B., Class of 1906, Scholarship

Memorial Scholarship: Mr. and Mrs. Pancratius Metz

The Mr. and Mrs. Michael J. Riordan Scholarship

Catholic Order of Foresters

Rev. James M. Hayes, S. J., Memorial Scholarship

Roger C. Sullivan

### Annual Scholarships Given By

Knights of Columbus—

Bishop Ketteler Council

Charles Carroll of Carrollton Council

Chicago Council

Commodore Barry Council

Feehan Council

Hennepin Council

Hughes Council

Illinois Council

Charles A. Gardiner Memorial Scholarship, La

Fayette Council

Father Setters Council

Catholic Order of Foresters, St. Elizabeth Court  
Banks, Edgar C.

Bowe, Augustine J.

Brosnahan, T. J.

Class of 1908, St. Ignatius College

Connell, Joseph A.

Rev. Henry J. Dumbach, S. J., Scholarship: Andrew  
Maguire

Doyle, Leo J., memory of James M. Doyle

Fortune, Thomas, in memory

Fortune, William

Garvy, W. John

Garvy, Mrs. Mary A.

Henderson, William J.

Higgins, Mary, in memory

Keeley, Thomas

Rev. C. J. Lagae, S. J., Seven Scholarships

Rend, Joseph P.

Smyth, John M.

Sullivan, M. D., Ralph

Rev. M. A. Dorney

A Friend

## COMPETITIVE SCHOLARSHIPS

Ten scholarships will be offered the coming year by the trustees of St Ignatius College. These scholarships will be awarded by competitive examination.

### Conditions of the Contest

1—Each applicant must have been a pupil of a parochial school in the Archdiocese of Chicago, during the whole season of 1921-1922.

2—Any boy of the eighth grade will be eligible to take the examination.

3—The pupil who makes the highest average will receive the full scholarship of eight years and valued at \$640. The two making the next highest averages will be awarded the high school and partial college scholarship, covering a period of six years and worth \$480. A scholarship for the four years of high school, worth \$320, will be

given to the next three. Four scholarships for the first two years of high school, each of the value of \$160, will be conferred on those who win the last four places.

4—A scholarship student failing to make an average of 85 per cent in any examination during his course will, thereby, forfeit his scholarship.

5—Every precaution is taken to make the test as fair as possible. The pupils do not write their name or the name of their school on their papers, but on separate cards, which are placed in sealed envelopes. These envelopes are opened only after the papers have been examined, and in the presence of the competitors.

6—No school will be awarded more than one scholarship.

### Matter of Examination

ENGLISH GRAMMAR—Etymology, rules of syntax, corrections of false syntax with reasons, parsing, analysis of sentences.

ORIGINAL COMPOSITION—This includes punctuation, spelling, use of capital letters, etc.

ARITHMETIC—ENTIRE—Particular stress will be laid on common and decimal fractions, percentage, interest, proportion, square root, cub root and mensuration.

## Societies

---

St. Ignatius Academy, like other centers of learning, has always been ready to sanction and encourage such societies as tend to promote the various interests of the students. The following societies in particular are deemed worthy of special mention:

### The Sodality

The Sodality has for its object the promotion of filial love towards the Mother of God and the practice of virtue and piety among its members. The Sodality is aggregated to the Sodality of the Roman College under the title of the Immaculate Conception and St. Stanislaus Kostka.

#### SENIOR DIVISION

REV. JAMES J. MERTZ, S. J., Director

JAMES J. MAHONEY.....	<i>Prefect</i>
JOHN E. MULLIN.....	<i>First Assistant</i>
GEORGE A. LANE.....	<i>Second Assistant, Treasurer (Mission Section)</i>
CORNELIUS A. BERENS.....	<i>Sacristan</i>
JAMES E. WALSH.....	<i>Consultor-at-Large, Secretary</i>

#### *Consultors*

HARRY J. LOFTUS	METHODIUS F. CIKRIT
LEONARD M. WOJCZYNSKI	JOHN J. SLOAN
LEONARD F. MAHER	

#### JUNIOR DIVISION

REV. WILLIAM H. TRENTMANN, S. J., Director

ROBERT W. DUNNE.....	<i>Prefect</i>
EDMUND A. COLLINS.....	<i>First Assistant</i>
JOHN X. ALLMEN.....	<i>Second Assistant</i>
MARSHALL D. MORAN.....	<i>Secretary</i>



JOHN J. CULLERTON.....	<i>Sacristan</i>
GEORGE W. LUECKER.....	<i>Sacristan</i>

*Consultors*

GEORGE N. KEATING	ARTHUR J. MCGINTY
JAMES J. HERBUVEAUX	JOHN S. HOYLE
EDMUND A. KELLY	EDWARD J. SHEA
WILLIAM P. CONNOLLY	DANIEL J. MCCARTHY
JOHN A. BRADDOCK	DONALD J. MCALPINE

**The Apostleship of Prayer**

The Apostleship of Prayer is a League of zeal and prayer in union with the Sacred Heart of Jesus Christ. Its object is to spread devotion to the Sacred Heart; to promote the interests for which that Sacred Heart is ever pleading in our tabernacles and on our altars, the salvation of souls and the triumph of the Church; and to make reparation for sin.

REV. VALENTINE HORMES, S. J., *Director*

**Loyola Literary Society**

The purpose of this society is to enable the high school student to acquire skill in the art of speaking and to provide him with an opportunity to keep abreast of the times by the discussion of events of timely interest. The usual exercises of the weekly meetings are three minute speeches and debates on questions approved by the Moderator. At least one public program is held during the year. During the year 1920-1921, two debates were held with outside schools, one with Austin High School of Chicago and one with Marquette Academy of Milwaukee. The team, James Mahoney, James P. Costello, Cornelius A. Berens, was victorious in both cases.

MR. WILLIAM J. MCGUCKEN, S. J., *Moderator*

<i>First Term</i>		<i>Second Term</i>
JAMES J. MAHONEY	<i>President</i>	EDWARD J. LAVIN
LOREN CARROLL	<i>Vice-President</i>	FRANK WILSON
JOHN B. KELLY	<i>Recording Sec'y</i>	WILLIAM K. RYAN
JOHN MULLIN	<i>Corresponding Sec'y</i>	JOHN MULLIN
FRANK WILSON	<i>Treasurer</i>	

## Athletic Association

## DIRECTORS

MR. LEO W. KEELER, S. J., Football and Baseball

MR. FRANCIS P. BUNGART, S. J., Basketball

MR. J. VINCENT KELLY, S. J., Track

GERALD HEFFERMAN.....	<i>Coach Football</i>
CHARLES J. COLLINS.....	<i>Manager Football</i>
WILLIAM J. CERNEY.....	<i>Captain Football</i>
WILLIAM FEENEY.....	<i>Coach Basketball</i>
JOHN B. KELLY.....	<i>Manager Heavyweight Team</i>
CHARLES C. COLLINS.....	<i>Captain Heavyweight Team</i>
GEORGE A. LANE.....	<i>Manager Lightweight Team</i>
HENRY A. O'CONNOR.....	<i>Captain Lightweight Team</i>
EARLE W. MONAHAN.....	<i>Manager Bantamweight Team</i>
JOHN J. CONNELLY.....	<i>Captain Bantamweight Team</i>
EARLE W. MONAHAN.....	<i>Manager Flyweight Team</i>
THOMAS F. RYAN.....	<i>Captain Flyweight Team</i>
WILLARD M. WOLL.....	<i>Manager Baseball</i>
JOSEPH E. GUBBINS.....	<i>Captain Baseball</i>
FRANCIS P. SMITH.....	<i>Manager and Captain Track</i>

*Class Representatives*

CHARLES J. FOLEY	BENEDICT L. MCSHANE
CHARLES C. COLLINS	EDWARD T. WIATRAC
WILBUR J. FLYNN	FRANCIS L. GRAHAM
JOSEPH E. GUBBINS	WILLIAM T. GRAUEL
W. EARLE MONAHAN	JAMES F. FOLEY
EDWARD J. KELLY	ANDREW J. CREIGHTON
MARSHALL I. McMAHON	HARRY H. KASKEY

GEORGE J. SIMMONS

## Students' Library

The Students' Library, which forms one department of the College Library, contains over eight thousand volumes reserved for the use of the students. In connection with the library is a reference room and also a reading room, supplied with many of the best magazines of the day. The system of cataloging and charging books is in all essential details the same as that used in public libraries.

THOMAS S. BOWDERN, S. J., Moderator

*First Term*

LOREN CARROLL  
STEPHEN J. CAMPBELL  
DAVID J. DUFFY  
FRANK B. COLBERT

*President*  
*Vice-President*  
*Secretary*  
*Treasurer*

*Second Term*

LOREN CARROLL  
STEPHEN J. CAMPBELL  
MARSHALL MORAN  
FRANK B. COLBERT

*Assistants*

JOSEPH BEREK  
WALTER BOHR  
JAMES CULLINAN  
JOHN CULLINAN  
JOHN DROSZ  
JOHN HOYLE  
JOSEPH FRANZ  
JOHN LANE

CHARLES LOWERY  
THOMAS KELLY  
ROBERT MOORE  
JOHN McEVoy  
DANIEL MCCARTHY  
ROBERT JOHNSON  
WILLIAM PIRRITE  
JOHN WCISLO

**Loyola Prep**

The LOYOLA PREP, the Academy magazine, is published quarterly by the students of St. Ignatius and Loyola Academies to encourage literary ability and to stimulate interest along literary lines. Every student is expected to write for the Academy paper.

MR. WILLIAM J. MCGUCKEN, S. J., Moderator

*Editors*

WILLARD EDWARDS  
JOHN MULLIN  
LAWRENCE KEATING  
LOREN CARROLL  
JAMES A. RONAN  
FRANK WILSON  
DONALD WILKINS

EDWARD BARRY  
VINCENT O'CONNOR  
ALBERT WOLL  
WILLIAM K. RYAN  
MILTON FAIRMAN  
ROBERT BOYD  
MARTIN BUCKLEY

PAUL EDWARDS

### Orchestra

Those students who have a fair amount of musical talent, and are ambitious to excel in playing, have an opportunity of perfecting themselves in the Orchestra. Rehearsals are held frequently. During the past year the Orchestra appeared at all the entertainments of the High School.

MARCO H. WILLIAMS, Director

JAMES P. COSTELLO  
CHARLES A. ERHART  
HARRY J. LOFTUS  
HARRY H. KASKEY  
WILLIAM F. GRAUEL

EDWARD L. BARRY  
WILLIAM J. SLOBIG  
EDWARD J. KELLY  
LAWRENCE A. KEATING  
LAWRENCE A. RUSSELL

## REQUIREMENTS FOR GRADUATION

---

**Constants, Majors and Minors.** Sixteen units are required for graduation. Of these three must be in English, one in elementary Algebra, one in plane Geometry, one in Science, two in Social Studies, one of which shall be advanced American History ( $\frac{1}{2}$ ) and Civics ( $\frac{1}{2}$ ). These subjects termed *constants*, shall be required for graduation in all courses. The remaining units must be offered as follows: In addition to the requirements in English there must be offered one other major sequence of three units and two minor sequences of two units each. The following will be deemed satisfactory major units: three units of a foreign language, three units of mathematics, three units of special studies, three units of natural science. Two units of any one of the foregoing groups of studies constitute a minor sequence. Not less than two units of any language may be offered.

**Diplomas and Certificates.** Diplomas are given by the Trustees, upon the recommendation of the Principal, to those members of the Fourth Year who have satisfactorily completed a regular course as outlined on the following pages. To others, who have not completed the required number of units, certificates of work satisfactorily completed will be issued. The diploma will not be granted to any one who is not recommended by the Principal to the Trustees as being of good moral character; nor will it be granted to any one who is in arrears on the Treasurer's books.

### CERTIFICATE PRIVILEGE

Admission without examination *on certificate* is granted students who have graduated from approved grammar and grade schools as follows:

1. All parochial schools of the eighth grade of the Archdiocese of Chicago, so rated by the Diocesan School Board.

2. All public or private schools accredited by the University of Illinois.

3. All public or private schools of the State approved by the State Superintendent of Public Instruction.

4. All public schools of the City of Chicago, so rated by the Board of Education.

5. Private schools and academies, not on any list but approved, after investigation, by a vote of the faculty.

Credentials which are accepted for admission become the property of the Academy and are kept permanently on file. All credentials should be filed with the Principal. No certificate will be accepted unless the holder is a graduate and has spent the last year of his grade school course in the school issuing the certificate. Admission on school certificate is in all cases provisional. If, after admission a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

### ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of subjects required for entrance. They must pass a satisfactory examination in the following subjects:

*English.* 1.—Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2.—Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

*Arithmetic.*—Fractions, common and decimal, denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

*History.*—Principal epochs and events of the history of



the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

*Geography.*—Division of the world into continents; political division of the continent; form of government of each country, its chief cities, its great rivers and products, etc.

**Advanced Standing.** Candidates for *advanced standing* will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the principal or head of the school in which the studies have been pursued. Blanks for this purpose may be had on application. No applicant will be accepted until a satisfactory statement of work done in the last school attended and an honorable dismissal therefrom have been received.

Particular attention is called to the fact that in Mathematics I and II and the languages the course of study pursued by each class begins at the opening of the school year in September. Those desiring to enter such classes at any later time in the year must, therefore, be prepared to the point then reached by each class.

## CERTIFICATE OF CREDITS

Students wishing statements of credits in order to transfer from this School to another or for other purposes, should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1st to 15th, January 15th to February 1st, and June 15th to July 1st. A fee of one dollar will be exacted for such statements.

## CLASSIFICATION AND PROMOTION

**Classification.** The classification of students depends upon the completion of a specified number of units. A unit is a series of recitations or exercises in a given subject pur-

sued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Four units are required for unconditional admission to the Second Year; eight units for unconditional admission to the Third Year; and twelve units for unconditional admission to the Fourth Year.

**Promotion.** Promotion from class to class is dependent upon the student's passing satisfactorily (with a grade not below 70) in all the prescribed work of the preceding class. Unsatisfactory work in one or two subjects may be made up by summer study and examination in September; but a student who has three unsatisfactory subjects repeats the year, without however, being compelled to go over a second time any subject in which his standing has been satisfactory.

### ELIGIBILITY RULES

Students taking part in dramatic performances, public debates, oratorical or elocution contests, or athletic events, and those who are appointed assistants on the staff of the High School journal, as well as all officers of student organizations, are subject to the following *eligibility rules*: (1) They must have no condition and no failure: (2) They must have attained a weighted average of at least 75 in the previous semester examination; (3) They must not be under censure at the time of their election or appointment.

## Schedule of Studies

---

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

### GENERAL BIOLOGY

A course of lectures and recitations on the general principles of elementary biology, with laboratory exercises on both plant and animal specimens. The following topics are suggestive of those included in this course: life processes of all living organisms, their minute structure, organs and their functions, relation of plants and animals to seasons and regions, to other plants and animals and especially to man; classification of living things, variation of individuals, the struggle for existence and the essentials of embryological development. Select types of plants and animals are studied in detail and dissected in the laboratory according to outlines prepared by the instructor.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### BOTANY

A course of lectures and recitations, supplemented by laboratory and field work, on the structure, development and function of root, stem, leaf, flower and fruit; classification of the vegetable kingdom; natural groups of plants; conditions of growth and dispersal; time of flowering and fruiting, etc. Special attention is given to the flora of the Chicago region.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### CHEMISTRY

This course includes lectures, demonstration, recitations and problems combined with laboratory. It is designed to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to lay the foundation for more advanced work in college. The work of the school-room is supplemented by a number of visits to the various chemical industries of

the city and vicinity. Sixty recorded experiments are required for laboratory credits.

Text: McPherson and Henderson's *First Course in Chemistry*. Laboratory Manual, by the same authors.

### DEBATING

This course is open to the students of the Third and Fourth Years. Its object is to develop ease and fluency in public speaking, and a practical acquaintance with the details of parliamentary practice. The habit of clear and logical thought on a given topic, proficiency in the *ex tempore* expression of one's thoughts, together with an apt and forceful delivery are aimed at throughout the course. The club meets two hours each week.

### DRAWING

**Freehand:** Pictorial, Decorative composition, Design, Constructive Design, Craft.

**Lecture Course:** Utility and beauty. Basis of credit one unit—240 hours.

Approximately one-third of time given to representative and two-thirds to decorative composition.

**Mechanical:** Instruments and Material, Lettering, Geometrical Drawing, Orthographic Projection, Intersections, Developments, Isometric and Oblique Projections, Working Drawings.

### ECONOMICS

Some dominant characteristics of the present economic order; Production; Exchange; Distribution; Public Finance; Social Reforms, or Economic Functions of Government; a history of the Early Economic System.

### ELOCUTION

Once a week throughout the four years each class is drilled separately in vocal culture, articulation, gesture, declamation, character impersonation, and readings in prose and verse. The students are required to speak before the class a definite number of times during each semester, and representatives from various classes are chosen to speak before the whole School at the public contests. A gold medal is awarded annually to the student in each year of the high school course who delivers the best declamation in the public contest.

## ENGLISH

FIRST YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Review of grammar. The paragraph, the whole composition.

Second semester: Sentence structure, diction, figures. Letter writing.

*Composition*—1. Daily exercises in the analysis and structure of sentences and paragraphs.

2. Weekly themes in simple narration and description. Frequent writing of social and business letters and notes, and of telegrams.

*Literature*—1. Instruction and practice in the use of the dictionary, of Roget's Thesaurus, and of the library.

2. Texts for detailed study—

First semester: Ruskin, *King of the Golden River*; Dickens, *Christmas Stories*; Longfellow, Selected poems.

Second semester: Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*.

3. Supplementary reading—Cooper, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*.

SECOND YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Narration. Description.

Second semester: Exposition. Argument.

*Composition*—1. Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester.

2. Weekly themes in narration, description, and exposition, frequently in the form of letters.

*Literature*—1. Texts for detailed study:

First semester: Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems.

Second semester: *Sir Roger de Coverley Papers*; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*.

2. Supplementary reading—Cooper, *The Spy*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*.

THIRD YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book II.

First Semester: The paragraph, narration, description.

Second semester: Exposition. Argument.

*Composition*—1. Frequent exercises in paragraph writing, and in making analyses, outlines, synopses.

2. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind.



Once each semester a paper of at least 1,000 words will be required, either a short story, or a biographical, critical or scientific essay. In the second semester one simple speech or debate will be required.

*Literature*—1. Texts for detailed study:

First semester: Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems.

Second semester: Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*.

2. Supplementary reading—DeQuincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Caesar*.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Brooks' English Composition, Book II—the literary forms.

Second semester: Parsons' English Versification.

*Composition*—1. Frequent exercises in the paragraph, especially the editorial paragraph. In the second semester daily exercise in verse analysis and composition.

2. Weekly themes in the various forms, especially in letter writing and the critical essay. In the second semester additional credit will be given for metrical composition. Once each semester a paper of at least 2,000 words will be required, either a speech, or a short story, or an essay indicative of the student's ability to gather and manage material without the teacher's special aid.

*Literature*—1. History of English Literature. Lessons in Literature (Ainsworth).

First semester: From the beginning of English literature to the Nineteenth century.

Second semester: From the beginning of the Nineteenth century to the present.

2. Texts for detailed study:

First semester: Garraghan, *Prose Types in Newman*.

Second semester: Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*.

3. Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*.

## FRENCH

### FRENCH I (Elementary)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence struc-



ture, elements of syntax; writing French from dictation; memorizing short poems. Chardenal's *French Course*; Mariet, *La Tâche du Petit Pierre*; Ventura, *Peppino*.

### FRENCH II (Elementary)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's *French Course*. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*.

### FRENCH III (Intermediate)

Constant practice in giving French paraphrases, abstracts and reproductions from memory of select portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halévy, *L'Abbé Constantin*; Daudet, *Le Petit Chose* and *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

## GERMAN

### GERMAN I (Elementary)

Bacon's German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

### GERMAN II (Elementary)

Bacon's German Grammar. The reading of easy studies and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages; continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Readings: Carruth's *German Reader*; Grimm's *Hans im Glueck*; Zscokke's *Der zerbrochene Krug*; Schiller's *Der Handschuh*; Uhland's *Das Schloss am Meere*; Goethe's *Wanderers' Nachtlied*; Andersen's *Maerchen* and *Bilderbuch ohne Bilder*; Baumbach's *Der Schwieger-sohn*; Storm's *Immensee*.

## GERMAN III (Intermediate)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation, grammatical drill in the less usual strong verbs, the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

Readings : Goethe's *Hermann und Dorothea* and *Iphigenie*; Schefel's *Der Trompeter von Saeckingen*; Uhland's *Poems*; Wildenbruch's *Das Edle Blut*.

## GERMAN IV (Advanced)

The reading of about 500 pages of good literature in prose and poetry, selected at the option of the teacher; reference reading of the lives and works studied; frequent short themes in German on subjects assigned and the free translation of English into German.

## SCIENTIFIC GERMAN

A course of reading dealing with scientific subjects of general interest. Its purpose is to prepare students for such professional courses as require a facility in reading German scientific literature.

Text: Hodge's *Course in Scientific German*; monographs.

## GREEK

FIRST YEAR. Five periods.

*Precepts*—Both semesters: Etymology; nouns, regular and irregular adjectives, pronouns, adverbs, the regular verb.

*Practice*—Two themes a week; frequent written class exercises; a written review once a week.

*Memory*—Six or eight words daily.

SECOND YEAR. Five periods.

*Precepts*—First semester: Etymology completed; syntax; agreement, voices, tenses, moods in independent clauses.

Second semester: Moods independent clauses.

*Author*—Both semesters: Xenophon, *Anabasis*, Books I-II.

*Practice*—Both semesters: A theme twice a week based on Xenophon. Pearson's *Greek Prose Composition*.

*Memory*—Irregular verbs.

THIRD YEAR. Five periods.

*Precepts*—First semester: Syntax completed.

Second semester: Homeric dialect; syntax reviewed.

*Authors*—First semester: Xenophon, *Anabasis*, Books III-IV.

Second semester: Homer, *Iliad*, Book I.

*Practice*—Both semesters: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

*Memory*—Select passages from the author.

## HISTORY

### HISTORY I. (Ancient History).

First semester: Oriental and Greek History: mankind before the Deluge; the Oriental nations, (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its pre-historic civilizations; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second semester: Roman History: The Romans, their land and its people; Legendary history; the Republican Constitution; struggle between the Patricians and Plebians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal states; establishment of the Holy Roman Empire; Rise of Mohammedanism.

Text: Betten's *Ancient World*.

### HISTORY II (Medieval and Modern)

First semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; Germany and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; medieval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth.

Second semester: The Thirty Years' War; the reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; the March

of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; general state of Europe, 1913.

### HISTORY III (American)

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760.

Text: Montgomery's *Essentials*, supplemented by required collateral reading. First semester.

### CIVICS

This course proceeds from a study of logical government and institutions to those of the county, state and nation. The text-book is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Garner's *Government in the United States* (Illinois edition). Second semester.

### LATIN

FIRST YEAR. Five periods.

*Precepts*—Etymology; rules of concord of noun, adjective, and verb. Loyola Latin Elements, complete.

*Practice*—Short written exercises several times a week and daily oral drill. Loyola Latin Elements.

*Memory*—The vocabularies in Elements.

SECOND YEAR. Five periods.

*Precepts*—Etymology reviewed; syntax, Bennett's Grammar.

*Author*—First semester: Caesar, *De Bello Gallico*, Books I-II.

Second semester: Caesar, *De Bello Gallico*, Books IV-V.

*Sight Reading*—Both semesters: Caesar, portions not prescribed above.

*Practice*—Both semesters: Bennett's New Latin Composition.

*Memory*—Both semesters: Important verbs with their principal parts as given in Bennett, No. 120 sq., ten a day.

THIRD YEAR. Five periods.

*Precepts*—First semester: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second semester: Syntax of verbs.

*Authors*—First semester: Cicero, *In Catilinam*, I-III.

Second semester: Cicero, *De Senectute*; Select Letters; Sallust's *Bellum Catilinae*.

*Sight Reading*—Both semesters: Caesar and Cicero, portions not prescribed above.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Review of syntax to moods.

Second semester: Review of syntax continued; word order, sentence-structure, style; Julian Calendar; prosody.

*Authors*—First semester: Cicero, *Pro Lege Manilia* and Fourth Catiline.

*Sight Reading*—Both semesters: Cicero and Virgil, portions not prescribed above.

Second semester: Virgil, *Aeneid*, Books I-II; selections from Christian hymnology.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

## MATHEMATICS

**Algebra I.** (*Through quadratics.*) Algebraic expressions; the four fundamental operations for rational algebraic expression; parentheses; factoring; determination of highest factor known and lowest common multiple by factoring; fractions, simple and complex; ratio and proportion; simple equations; graphical representations; simultaneous linear equations; square root and quadratic surds; quadratic equations containing one or two unknowns; imaginary roots in a quadratic equation.

Text: Wells and Hart.

First Year. Five periods.

**Plane Geometry.** Angles, perpendiculars and parallels; triangles; concurrent lines of a triangle; theorems of inequality; circles, metrical relations; constructions; mensuration of polygons; comparison of areas; regular polygons and the measurement of the circle; the solution of original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

Text. Wentworth-Smith

**Algebra II.** (*Quadratics and beyond.*) The completion of quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; variation; arithmetical and geometric progression and graphs.

Text: Wells and Hart.

One semester. Five periods.



**Solid Geometry.** The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids.

Text: Stone-Mills.

One semester. Five periods.

**Plane Trigonometry.** Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications.

Text: Wentworth.

One semester. Five periods.

### MILITARY SCIENCE AND TACTICS

The course of training outlined here is for the Junior Division of the R. O. T. C. as given in G. O. 49. Total weight 22 units.

1. Infantry drill regulations (practical and theoretical), to include definitions, general principles, combat and ceremonies.

School of the Battalion.....

School of the Company.....

School of the Squad.....

School of the Soldier.....

} In extended order, combat,  
and intrenchments.

2. Manual of Interior Guard Duty (practical and theoretical).  
Duties as sentries; general principles.

3. Physical drills: Calisthenics, bayonet exercises, and combat fencing.

4. Military hygiene: To include principles of personal hygiene, camp sanitation, first aid to the injured, etc.

5. Military policy: A few lectures when in last year at institution on the military policy of the United States and the military obligation of citizenship.

6. Small arms firing regulations: Preliminary instruction in rifle firing; sight position and aiming. Drill: indoor and range practice; due attention devoted to fire direction and control and, if possible, some collective fire.

7. Administration and Organization: A few lectures on company administration and Tables of Organization.

8. Map reading: Instruction in reading a contoured map (in connection with 9).

9. Field Service regulations: Patrolling; advance and rear guards; outposts, by means of the sand table and small map maneuvers; messages and orderly work.

10. Marches and camps: Simple camping expedients.



### 11. Signaling: Semaphore and flag.

Owing to the wide range of the ages of the students' in the Junior Division of the R. O. T. C., the majority being too young to follow intelligently a graded course such as is prescribed for the senior division, only the subjects in which proficiency must be attained are laid down. It is impossible to set any fixed number of years for the accomplishment of this program.

## VOCAL MUSIC

Membership in the Glee Club will be open to those students who possess the required qualities of voice and who can be taught to read music of moderate difficulty.

## INSTRUMENTAL MUSIC

Membership in the Orchestra is open to those who have sufficiently mastered the technic of some orchestra instrument.

## PHYSICS

This course consists of lecture-demonstration, recitation and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work which is intended to familiarize the student with standard apparatus and to train him in the methods of making and recording simpler physical measurements.

First semester: The mechanics of solids, liquids and gases, and heat.

Second semester: Sound, light and electricity.

Text: Millikan and Gale's *First Course in Physics* (revised edition). Laboratory manual: Millikan and Gale.

## PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary, circulation, etc.

## PHYSICAL GEOGRAPHY

A study of the physical features of the earth and their influence on man; land, air and ocean; physiography of the United States; distribution of plants and animals; latitude and longitude; meteorological instruments; weather maps; relief, hachure and contour maps. Five periods weekly, with laboratory work.

Text: Tarr's *New Physical Geography*. Laboratory Manual; Smith-Stahl-Sykes, *Laboratory Exercises in Physiography*.

## SPANISH

## SPANISH I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber, tener, ser, estar*, etc., and their idiomatic uses; reflex verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation; frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

## SPANISH II

Irregular verbs; syntax completed; daily composition, oral and written. Reading.

## STUDY OF RELIGION

## FIRST YEAR:

(a) Deharbe's Complete Catechism of the Catholic Religion, Part II, On the Commandments.

(b) Church History, Deharbe. From Adam to the Ascension of Christ.

(c) Ecker's Bible Lessons, Old Testament.

## SECOND YEAR:

(a) Deharbe, Part III, On the Means of Grace.

(b) Church History, Deharbe, From the Ascension to the Protestant Reformation.

(c) Ecker's Bible Lessons, New Testament.

## THIRD YEAR: First semester.

(a) Deharbe; Faith and Creed.

(b) Church History, Deharbe. From Protestant Reformation to the present day.

Second semester: (a) Deharbe, Faith and Creed finished.

(b) Apologetics, Hill, *The Catholic's Ready Answer*, or Conway, *The Question Box*.

FOURTH YEAR: Apologetics; Hill or Conway.

## ZOOLOGY

A course of lectures and recitations combined with laboratory work on the structure, habits, classification and economic importance of the various groups of the animal kingdom. Cell division, cellular differentiation, development of the embryo, adaptation to environment, etc., are treated in a general way. Select types of the different groups are identified and dissected in the laboratory. Lectures and recitations, four periods a week; laboratory work, one double period a week.

---

## NOTES ON THE CURRICULUM

1. The more capable students, but these only, that is, those who make at least 80% in the four assigned branches may be permitted to carry five regular branches, thus gaining 17 to 20 units of work, though only 16 are necessary for a diploma. In such cases, besides the diploma a credit card specifying the extra work done will be issued.

2. Any Language taken up must be pursued for two years; and only one language may be begun in any one year.

3. Christian Doctrine and Elocution are accorded their due attention over and above the closed schedule.

4. The Faculty reserves the right to refuse to give an elective course for which there is not a sufficient number of applicants. Classes are usually not formed for less than ten students.

5. No student may take less than twenty periods a week, nor more than twenty-five.

6. Only one Science may be taken in any year.

## COMMENCEMENT EXERCISES

Thursday, June 16, 1921, St. Ignatius High School

## PROGRAM

Marche Militaire .....Orchestra

## DISTRIBUTION OF AWARDS

*First Year*

Service.....Edward L. Barry, Class of 1921

## DISTRIBUTION OF AWARDS

*Second and Third Years*

Serenade .....Orchestra

## DISTRIBUTION OF AWARDS

*Fourth Year*

Loyalty.....Willard A. Edwards, Class of 1921

## DISTRIBUTION OF DIPLOMAS AND CERTIFICATES

Address to the Graduates.....Mr. Charles E. Byrne, A. B.

Finale .....Orchestra

## CLASS OF 1921

## DIPLOMAS

Edward Leo Barry	James Joseph Mahoney
Thomas Joseph Barry	Joseph Thomas McCarthy
Cornelius Aubrey Berens	Daniel Jordan McMahon
Martin Francis Blake	James Bernard McNally
James Patrick Carmody	Francis Xavier McQuillan
Methodius Francis Cikrit	John Edward Mullin
John William Coakley	George Felix Nadon
John Patrick Coffey	Edward Francis Nealon
Charles Cornelius Collins	Edward Joseph O'Connor
John Joseph Corcoran	Henry Aloysius O'Connor
Joseph Allen Crowe	Vincent Patrick O'Connor
Francis Paul Cullen	James Joseph O'Hearn
Lawrence Jerome Eckman	Daniel Joseph Pykett
Willard Ambrose Edwards	Walter Joseph Reuter
Collins Thomas Fitzpatrick	John Thomas Scanlon
James Aloysius Gillen	John Emmett Schell
Walter Mahlon Goodwillie	Julius Theodore Skrzydlewski
Joseph Christopher Hennessy	Karl McCallion Smith
Lawrence Alfred Keating	Wenceslaus Francis Stanek
Edward James Kelly	John Francis Stava
George Aloysius Lane	William Eugene Troy
Harry John Loftus	James Edwin Walsh
Willard Matthew Woll	

## CERTIFICATES

Joseph John Andrulaitis	James Patrick Costello
Cyril Vincent Crane	Edward Bruno Kowalewski
Floryan Stanley Kozlowski	

## ELOCUTION MEDALS

## THE GOLD MEDAL

In the Fourth Year was won by  
JAMES J. MAHONEY

In the Third Year the Gold Medal was won by  
LESTER V. VAUGHAN

In the Second Year the Gold Medal was won by  
JOHN H. BUCKLEY

In the First Year the Gold Medal was won by  
WILLIAM L. VALOIS

## AWARD OF PRIZES

Gold Medals for the highest average maintained throughout the year in the collective branches of their respective classes were merited by:

CORNELIUS A. BERENS.....	Fourth High A
METHODIUS F. CIKRIT.....	Fourth High B
LESTER V. VAUGHAN.....	Third High A
JOSEPH F. BOEHMER.....	Third High B
WILLIAM E. MONAHAN.....	Third High C
SIGISMUND ANDRYASZKIEWICZ .....	Second High A
JAMES JORDAN .....	Second High B
WILLIAM MORIARITY .....	Second High C
FRANCIS GILMORE .....	Second High D
WILLIAM J. COLOHAN.....	First High A
LEONARD DUFFY .....	First High B
MYRON BURRILL .....	First High C
JOHN DUNFORD .....	First High D
EDMUND F. CLOONAN.....	First High E
EDWARD COONEY .....	First High F



## FIRST HONORS

*Fourth Year*

VINCENT P. O'CONNOR	JAMES J. MAHONEY
HARRY J. LOFTUS	JOHN E. MULLIN
EDWARD L. BARRY	JAMES J. O'HEARN
WILLARD A. EDWARDS	

*Third Year*

FRANCIS M. WILSON	JULIUS E. GILEWSKI
JAMES F. MAGUIRE	EMMETT F. KELLY
ROBERT J. BOYD	JOHN O. TUOHY

*Second Year*

JOHN W. STEJSKAL	FRANCIS MCGINNIS
GEORGE N. KEATING	JAMES HERBUVEAUX
LAWRENCE J. MILLER	WALTER C. LUENBURG
HAROLD F. WIRTH	CLARENCE FERRING
ROBERT B. SCOTT	WILLIAM P. CONNOLLY
EDWARD F. ZIMMERMAN	JAMES E. COONEY
WILLIAM BRESINGHAM	ISADORE J. NAUSIEDA
ALOYSIUS McMAHON	MAURICE MCCARTHY
JOHN X. ALLMEN	WENDELL D. CARTER

*First Year*

PAUL B. EDWARDS	MARTIN J. BUCKLEY
CHARLES A. BARTLETT	CHARLES W. CRANE
HARRY J. ERTZ	JAMES E. HOGAN
FRANCIS R. FITZPATRICK	ANDREW JASINSKI
JOHN N. KEATING	BENJAMIN M. KANABY
JOHN R. NASH	JOHN A. McEVOY
THOMAS F. McMANMON	TIMOTHY M. McAULIFFE
EDWARD R. HANNON	PAUL C. ZERKEL
JOSEPH A. HOBERG	JOHN M. MAHONEY
JAMES C. SEGRUE	DANIEL J. MCCARTHY
JOHN J. WALDRON	WILLIAM C. ROTCHFORD
CHARLES J. LA FOND	WILLIAM P. WALSH
ARTHUR B. BURKE	RAYMOND T. KILBRIDE
ALFRED A. ROMANO	VINCENT BURNS
ALOYSIUS T. BREEN	GEORGE HATTON
THOMAS J. DEMPSEY	EDMUND FITZGERALD

## SECOND HONORS

*Fourth Year*

COLLINS T. FITZPATRICK	EDWARD J. O'CONNOR
WILLIAM E. TROY	THOMAS J. BARRY
JOSEPH A. CROWE	JOSEPH T. MCCARTHY
JAMES A. GILLEN	LAWRENCE J. ECKMAN
JAMES E. WALSH	WENCESLAUS F. STANEK

*Third Year*

FRANCIS J. BOUSKA	LOUIS J. FRANEY
PAUL M. COCOT	ROBERT M. FRANEY
JEROME J. CONDON	HERBERT EGGERT
MARTIN W. TARPEY	JOHN T. DILLON
HOWARD J. BARRY	JOHN D. SHEEHAN
JOSEPH M. BYRNES	JAMES A. RONAN
JOHN J. CONNELLY	LEONARD F. MAHER
LOREN W. CARROLL	JOHN F. WCISLO
ELMER S. COOGAN	VERNON L. EVANS
JOHN F. IDLER	JOSEPH T. MCCARTHY

*Second Year*

CHARLES J. SPINNAD	JOSEPH DELLA MARIA
WILLIAM AHERN	WILLIAM PIRRITE
ROBERT DUNNE	KARL E. MARTERSTECK
BERNARD D. CRIMMIN	FRANCIS G. MURRAY
JAMES F. MOORHEAD	JOSEPH W. HRONEK
RAYMOND P. SPINK	HOWARD G. DELINKE

EDWARD T. WIATRAC

*First Year*

JAMES A. CONDON	DOMINIC GENTILE
JOHN F. RYAN	EDWARD J. SHEA
RAYMOND L. ABRAHAM	THOMAS E. BOYLE
JOHN A. BRADDOCK	JOHN A. LOEF
FRANCIS I. BUTLER	JAMES CULLINAN
JOSEPH W. MOCK	JOHN DUBIEL
JOSEPH T. KANE	JOHN C. WALL
WILBERT A. WILSON	CHARLES J. SEDLACK
JOHN J. DWYER	BENNY STANGWILLO
JOHN D. HAWKINS	LAWRENCE A. RUSSELL
THOMAS F. PIERCE	EDWARD A. PTACEK
THOMAS F. ELWOOD	MICHAEL E. WOJCZYNSKI
WALTER A. JOHNSON	JOHN C. DUFFEY
JOSEPH M. MAHONEY	CHARLES J. WINKLER
EUGENE PRIBYL	ROBERT F. BLAKELY
JOSEPH G. HODOUS	JOHN DROSZ
AUGUST H. KLAWIKOWSKIE	WILLIAM P. HILER

## ACKNOWLEDGEMENTS

The Science Department of St. Ignatius Academy gratefully acknowledges the following gifts:

CLASS OF 1920.....	A fine Spectroscope
CLASS OF 1921.....	A DeForest Wireless Receiving Set
MR. H. CURRIER.....	Telephone Receivers
MR. MILTON FLYKE.....	Hydrometers and other apparatus
MR. F. X. BELITZ.....	Motor and Electric Soldering Iron
ALLYN AND BACON.....	1 volume
GINN AND COMPANY.....	1 volume
P. BLAKISTON'S SON AND CO.....	2 volumes
JOHN G. RYAN.....	1 volume
JAMES J. MAHONEY.....	1 volume
EDWARD J. CRAWFORD.....	1 volume

The President and Faculty wish to express their grateful acknowledgment to the following donors of gold medals:

HON. RICHARD W. CLIFFORD  
 REV. JAMES J. FLAHERTY  
 REV. S. J. GATES  
 HON. JOHN GIBBONS, in memoriam  
 REV. JOSEPH A. GLENNON  
 REV. C. I. GRONKOWSKI  
 REV. D. LUTTRELL  
 REV. JOHN W. MELODY, D. D.  
 MR. JAMES P. MOLLOY  
 REV. JAMES J. MORRISSEY  
 DR. JOHN B. MURPHY, in memoriam  
 REV. THOMAS V. SHANNON, LL. D.

## RESERVE OFFICERS' TRAINING CORPS

---

St. Ignatius Academy readily accepted the invitation of the United States Government to organize, under governmental supervision, a unit of the Reserve Officers' Training Corps. The primary object of such units is to qualify the students for reserve officers by systematic methods of training. The methods employed prepare them to perform intelligently the duties of commissioned officers; and enable them to be thus trained with the least practicable interference with their studies and future careers. The drills which form the general object of the Reserve Officers' Training Corps, have a disciplinary value not to be obtained in any other way and serve as a groundwork upon which to build a military bearing and discipline among the students. The instruction required is co-ordinated with the Academy schedule of studies. Arms, uniforms and equipment are issued by the government to the Academy and are distributed to the members of the corps.

Credit will be given for the work done in the Junior Unit toward advanced military standing so that a member of the Junior Unit who has done substantially the same work as that given for the first two years of the Senior Unit may be given advanced standing which will entitle him to commutation of subsistence the first year he enters college. This commutation of subsistence, made in cash by the government, will amount to more than is necessary to defray the cost of the student's tuition during those two years of his college course.

FRANK B. McKENNA, Major U. S. A., Retired,  
Commanding Officer and Professor of  
Military Science and Tactics.

CHARLES N. FLAGG, SERGEANT, D. E. M. L., U. S. A.,  
Instructor in Military Science and Tactics

CAPTAIN JAMES P. COSTELLO.....	<i>Commanding Company</i>
FIRST LIEUT. WILLIAM T. AHERN.....	<i>Commanding 1st Platoon</i>
FIRST LIEUT. JULIUS T. SKRZYDLEWSKI.....	<i>Commanding 2nd Platoon</i>
SERGEANT ARTHUR C. MCQUILLAN.....	<i>Platoon Sergeant 1st Platoon</i>
SERGEANT EMILIO R. DESTEFANO.....	<i>Platoon Sergeant 2nd Platoon</i>
JOHN F. PHELAN.....	<i>Supply Sergeant</i>
EUGENE R. ROTCHFORD.....	<i>Supply Sergeant</i>
JOHN P. HANNON.....	<i>Supply Sergeant</i>

*Members of Reserve Officers Training Corps*

Achle, Walter R.	Fitzpatrick, John J.
Altendorf, Frederick R.	Gallagher, Francis J.
Arndt, Joseph A.	Gillan, John C.
Barton, Thomas J.	Golden, James B.
Bessler, Albert M.	Gorey, Charles
Berek, Joseph C.	Graham, Francis
Boyle, Stephen	Grady, Joseph
Boyle, Thomas E.	Grael, Theodore W.
Bohr, Walter J.	Hackett, Edwin R.
Braddock, John	Haggerty, James A.
Brennan, Joseph W.	Hatton, John L.
Brett, William	Hatton, George A.
Brougham, Charles	Haw, Fred J.
Burns, Bernard J., Jr.	Heaney, William F.
Boehmer, Joseph F.	Heelan, David A.
Casey, David P.	Henry, James R.
Cassidy, Noel J.	Higgins, Francis
Cervený, Joseph F.	Hoyle, John
Citro, Vincent	Jasinski, Alexander
Cloonan, Edmund	Johnson, Robert A.
Clohesy, John C.	Kanabay, Benjamin
Coffey, Francis	Keating, John M.
Coffey, John P.	Keohane, Charles A.
Colbert, Frank B.	Kempf, Richard
Cooney, Edward J.	Kowalewski, Roman J.
Crawford, Harry	Krusinski, Thaddeus
Crimmin, Bernard B.	Kunka, Anthony
Daley, Walter	Kuzlik, Theophil
DeStefano, Vincent R.	LaFond, Charles J.
Donahue, Daniel J.	Lagocki, Joseph J.
Duffy, John	Loef, John A.
Elwood, Thomas F.	Lane, John H.
Ensweiler, Walter	Litoborski, Clarence J.

Loftus, Harry J.	Sedlack, Charles J.
Lyons, John J.	Segrue, James
Mathaus, William G.	Sheehan, Drew W.
Mayr, Perry J.	Sexton, Robert D.
Mertes, Earl C.	Stejskal, John
Miller, Hartman	Thomas, Stephen A.
Miller, Henry	Tomaso, Rocco A.
Moore, Robert	Valois, William L.
Moran, Marshall	Van Pelt, Harry
Moroney, Thomas J.	Waldron, John J.
Murray, Lester	Walsh, William P.
Murphy, Joseph P.	Walsh, William J.
McAlpine, Donald J.	Walczak, Joseph M.
McDermid, Francis J.	White, Richard J.
McGonagle, Joseph C.	Wilson, Wilbert A.
McGuire, John	Wiltrakis, George
Nangle, Owen P.	Wratkowski, Cyril
Palubicki, George A.	Zerkel, Paul
Pirritte, William F.	Zimmerman, Edward
Ptacek, Edward J.	Slobig, William John
Bowan, Tom	Kelly, Thomas

#### PRIZES WON AT COMPETION DRILL, MAY 27, 1921

Best Drilled Platoon—2nd Platoon, Commanded by 1st Lieut. Julius T. Skrzydlewski.

Best Drilled Student in Manual of Arms—Edmund Cloonan, 1st Platoon.

Best Appearing Student—Edmund Cloonan, 1st Platoon.

Best Drilled Squad in Entire Company, consisting of Squad from 2nd Platoon, composed of the following students: Emilio R. DeStefano, John Hoyle, Clarence J. Litoborski, John A. Loef, Robert Moore, Francis J. McDermid, Owen P. Nangle, Joseph M. Walczak.

Highest Score in Record Gallery Practice—Lieut. Julius T. Skrzydlewski.

The following students composed the team in the 6th Corps Area R. O. T. C. Team Gallery Competition: Julius T. Skrzydlewski, Arthur C. McQuillan, Perry Mayr, Owen P. Nangle, Joseph M. Walczak.



## Register of Students

---

### FOURTH YEAR

Andrulaitis, Joseph John	Koslowski, Florian Stanley
Barry, Edward Leo	Keating, Lawrence Alfred
Barry, Thomas Joseph	Lane, George Aloysius
Berens, Cornelius Aubrey	Lavin, Edward Eugene
Blake, Martin Francis	Loftus, Harry John
Campbell, Stephen John	Labno, Joseph Albert
Carmody, James Patrick	Mahoney, James Joseph
Cavanaugh, James Louis	McCarthy, James Patrick
Cerney, William Joseph	McCarthy, Joseph Cummerford
Cikrit, Methodius Francis	McGarry, Joseph Thomas
Coakley, John William	McGrath, Daniel Joseph
Coffey, John Patrick	McGuire, John Joseph
Collins, Charles Cornelius	McNally, James Bernard
Corcoran, John Joseph	McMahon, Daniel Jordan
Crane, Cyril Vincent	McNally, William Laurence
Crawford, Edward Joseph	McQuillan, Francis Xavier
Crowe, Joseph Allen	Minogue, John Baptist
Costello, James Patrick	Mullin, John Edward
Cullen, Francis Paul	Mulvey, Paul Joseph
Czaja, William Francis	Nadon, George Felix
De Stefano, Rocco Emilio	Nealon, Edward Francis
Drever, Richard Joseph	O'Connor, Edward Joseph
Eckmann, Laurence Jerome	O'Connor Henry Aloysius
Edwards, Willard Ambrose	O'Connor, Vincent Patrick
Fitzpatrick, Collins Thomas	O'Day, George Patrick
Foley, Charles Joseph	O'Hearn, James Joseph
Ford, John Lawrence	Phelan, William Edward
Gillen, James Aloysius	Pykett, Daniel Joseph
Goodwillie, Walter Mahlon	Reuter, Walter Joseph
Griffin, George Leo	Rooney, Francis Joseph
Harvey, Joseph Patrick	Ryan, John Gregory
Hennessey, Joseph Christopher	Scanlon, John Thomas
Higgins, David Jeremiah	Schell, John Emmett
Karolewski, Raymond	Skrzydlewski, Julius Theodore
Kelly, Edward James	Slobig, William John
Kelly, John Bailey	Smith, Francis Patrick
Kowalewski, Edward Bruno	Smith, Karl McCallion

Stanek, Wenceslaus Francis  
Stava, John Francis  
Sullivan, Robert Francis  
Thomas, Stephen Arthur  
Troy, William Eugene  
Tyrakowsky, Alexis Chester

Walsh, James Edwin  
Wilbur, George Francis  
Williams, Marco Honore  
Woll, Willard Matthew  
Wratkowski, Cyril Francis  
Young, Leo Nicholas

### THIRD YEAR

Atkinson, Hubert Berley  
Barry, Howard Jerome  
Bateman, William Joseph  
Boehmer, Joseph Francis  
Borucki, Thaddeus  
Bouska, Francis James  
Boyd, Robert Joseph  
Boyle, Patrick Ignatius  
Brown, John Philip  
Bulfin, William Joseph  
Byrnes, Michael Joseph  
Carr, Marvin Joseph  
Carney, Henry Aloysius  
Carroll, Loren William  
Catuncan, Pedro  
Cocot, Michael Paul  
Colbert, Franklin Benjamin  
Collins, James Patrick  
Condon, Jerome Joseph  
Coogan, Elmer Sylvester  
Coyle, Joseph Thomas  
Connelly, John Joseph  
Cronin, Gerald James  
Cunningham, Thomas  
Deering, Lawrence James  
DeStefano, Rocco Vincent  
Dillon, John Thomas  
Doyle, Emmett Ambrose  
Doyle, Frederick Edward  
Duffy, David Joseph  
Eggert, Herbert Aloysius  
English, Thomas Francis  
Evans, Vernon Lawrence  
Erhart, Charles Andrew  
Fairman, George Milton

Ferring, Clarence A.  
Fitzgerald, Thomas James  
Flood, John Francis  
Flynn, John Joseph  
Flynn, Wilbur Joseph  
Francy, Louis Joseph  
Francy, Robert M.  
Gibbons, Joseph Eugene  
Gilewski, Edward Julius  
Gorny, Frank Ferdinand  
Grant, Raymond Q.  
Hartnett, Leo Joseph  
Haggerty, James Anthony  
Hagerty, James Aloysius  
Hawkins, Robert Joseph  
Hayman, Alfred Henry  
Huesing, Gerald Henry  
Hopkins, James Francis  
Idler, John Francis  
Janeczko, John  
Kavanaugh, Thomas Matthew  
Kearney, James Francis  
Kelly, Emmett Francis  
Kennedy, Harold Joseph  
Kerwin, Raymond Whipple  
Knaisel, Maryan Edward  
Koneski, Chester Francis  
Krasnewski, Joseph C.  
Krupka, John Miles  
Lardner, John Ignatius  
Leahey, Thomas Emmett  
Lowery, Charles Hugh  
Maciejewski, Raymond L.  
Maguire, James Francis  
Maurer, John Aloysius

McCarthy, Joseph Thomas  
 McCarthy, Joseph Stephen  
 McGivney, James Francis  
 Michuda, Leo Lawrence  
 Minich, Charles J.  
 Monahan, William Earle  
 Moroney, Thomas Logan  
 Moore, David Joseph  
 Muellman, Joseph John  
 Mulbrandon, Francis Leo  
 Murphy, Timothy James  
 Murray, Lester Thomas  
 Nadon, Albert Wilfred  
 Nevin, Hugh Aloysius  
 Newhart, Donald O'Connor  
 O'Connor, Edmund Ignatius  
 O'Connor, Glynn Leo  
 O'Connor, William Joseph  
 O'Dowd, James Joseph  
 O'Grady, Edward James  
 O'Laughlin, John Edward  
 O'Neill, Edward Daniel  
 Owens, Edward Joseph  
 Perry, Theodore Nicholas  
 Pierzynski, Benjamin Stanley

Ronan, James Aloysius  
 Ryan, William Kelly  
 Ryan, Thomas Francis  
 Schmidt, Joseph Anthony  
 Schmitt, Albert Matthew  
 Shea, John Edward  
 Shea, Paul Joseph  
 Sheehan, John David  
 Sloan, John Joseph  
 Stagg, Yves Francis  
 Tarpey, Martin William  
 Tuohy, John O'Hern  
 Turek, James Charles  
 Turek, John Ignatius  
 Wcislo, John Francis  
 Wilcox, Albert James  
 Wilson, Earl John  
 Wilson, Francis Michael  
 Wiltrakis, George Augustine  
 Wiza, Francis Louis  
 Wojczynski, Leonard Martin  
 Woll, Albert Joseph  
 Vaughan, Lester Vincent  
 Vlck, Jerome Jarlath  
 Zielinski, Joseph Martin

## SECOND YEAR

Ahern, William Thomas  
 Allmen, John Xavier  
 Andryaszkievicz, Ladislaus, S.  
 Armstrong, William Howard  
 Barton, James Thomas  
 Bergman, Joseph George  
 Bessler, Albert Matthew  
 Bressingham, William Emmett  
 Broderick, Daniel John  
 Buckley, John Henry  
 Burke, James Patrick  
 Burns, William Cyril  
 Byrne, Edward Patrick  
 Callaghan, Patrick Edward  
 Campbell, Raymond Edwin  
 Carter, Wendell Delbert

Cassidy, James Aloysius  
 Clark, Daniel Leo  
 Clinch, Thomas James  
 Collins, Edmond Aloysius  
 Connolly, William Patrick  
 Cooney, James Edward  
 Crimmin, Bernard Dennis  
 Cronin, Daniel Joseph  
 Cullen, Edward James  
 Cullerton, John Joseph  
 Cullinan, John James  
 Deegan, James Sylvester  
 Delincke, Howard George  
 Della Maria, Joseph Peter  
 Dillon, James Astor  
 Dlouhy, Edward Joseph

Donahue, Daniel John  
Doyle, Thomas James  
Dunne, Robert Wallace  
Ferring, Clarence Augustine  
Fitzpatrick, John Joseph  
Foley, Bernard Gannon  
Foley, John Urban  
Ford, Cornelius Paul  
Gallegher, Donald Joseph  
Gilmore, Francis Peter  
Gillan, John Christopher  
Golden, James Bernard  
Gomalski, Stanley Frank  
Glynn, Michael George  
Gleeson, Joseph M.  
Hannon, John Philip  
Hackett, Edwin Raymond  
Herbuveaux, John Jacob  
Houda, Edward James  
Hendricks, Edward Leroy  
Hronek, Joseph William  
Isaia, John  
Jordan, James Patrick  
Kanabay, Benjamin M.  
Keating, George Nelson  
Kelly, Edmund Ambrose  
Keane, Thomas Carl  
Kelly, Thomas Joseph  
Kelly, Edward Joseph  
Kline, William John  
Kowalski, Ceslaus Francis  
Kutas, Walter John  
Kieffer, Robert Edward  
Kothera, Edward Emil  
Lamb, John Richard  
Lambur, George Edward  
Lapka, John  
Leach, Daniel Francis  
Litoborski, Clarence Joseph  
Luecker, George William  
Lueneburg, Walter Carl  
Latham, Austin Devitt  
Maguire, Clarence James  
Mathaus, William George

Martersteck, Karl Edward  
McDonald, Edward James  
McDonald, Emmett Michael  
McCanna, Lawrence Edward  
McGinnis, Francis Laurence  
McGonagle, Joseph Clyde  
McCarthy, Maurice Charles  
McLaughlin, Francis Burke  
McCann, Bernard  
McMahon, Aloysius William  
McMahon, Marshall Ignatius  
McNally, Eugene Arthur  
McQuillan, Arthur Condon  
McShane, Benedict Leo  
Miller, Hartman Aloysius  
Miller, Henry Madden  
Miller, Lawrence James  
Minogue, Edward Joseph  
Mongovan, Vincent Howard  
Moorehead, Joseph Francis  
Moran, Marshall Dennis  
Moriarity, William James  
Murphy, Edward Lon  
Murray, Francis George  
Nash, Thomas Edward  
Nausieda, Isadore James  
Neuman, Joseph Julian  
Nigro, Salvatore Joseph  
Nolan, James Leo  
Nona, Edmund Joseph  
Norpell, Martin Thomas  
Nottoli, Peter John  
Nugent, James Patrick  
O'Connell, James Patrick  
O'Donnell, Thomas Joseph  
O'Shea, James Raymond  
Phelan, John Francis  
Pirritte, William Franklin  
Powers, James Michael  
Quinn, Philip John  
Raday, Walter Francis  
Rauwolf, Francis Stephen  
Riley, Edwin Bernard  
Reilly, John Joseph

Reinert, Frederick Theodore  
Rotchford, Eugene Robert  
Russell, William Joseph  
Schmidt, Charles Joseph  
Scott, Robert Barry  
Sheahan, Charles Gilmore  
Sheehan, John Joseph  
Spink, Raymond Paul  
Spinnad, Charles Joseph  
Stejskal, John Wenceslaus  
Stoga, Stanley Charles  
Storto, Collie  
Sullivan, Gerald Daniel  
Sullivan, Paul Harold  
Specht, John Rinehart  
Simonavich, Vincent Frank  
Shannon, Thomas Chester  
Thomas, Marvin Ignatius

Tobin, William James  
Toomey, John Edward  
Urbanski, John Joseph  
Van Pelt, Harry Charles  
Walczak, Joseph Michael  
Waller, Karl Russell  
Walsh, William Joseph  
Walsh, William Thomas  
White, Richard Joseph  
Wiatrak, Edward Thomas  
Wilkins, Donald Joseph  
Wilson, Mark Anthony  
Wirth, Harold Francis  
Zellen, Bernard Joseph  
Zerega, Arthur Francis  
Zid, Joseph John  
Zimmerman, Edward Francis  
Zvetina, Richard George

### FIRST YEAR

Abraham, Raymond Leo  
Achle, Walter R.  
Ahearn, Thomas Francis  
Altendorf, Frederick  
Ambrose, Walter Francis  
Arndt, Joseph Arthur  
Austin, Edward Lionel  
Baron, Edward Lawrence  
Bartlett, Charles Aloysius  
Bartolucci, William  
Berek, Joseph Casimir  
Blakely, Robert Francis  
Bohr, Walter John  
Boyle, Stephen Francis  
Boyle, Thomas Edwin  
Braddock, John Aloysius  
Breen, Thomas Aloysius  
Brennan, Thomas Joseph  
Brett, William Francis  
Brophy, Francis Thomas  
Broughan, Thomas Charles  
Buckley, Martin Joseph

Burke, Arthur Bernard  
Burnes, Bernard John  
Burns, Regis Anthony  
Burns, Vincent Paul  
Burrill, Myron Ignatius  
Butler, Francis Ignatius  
Caliendo, Joseph  
Canty, Thomas Edward  
Carroll, Edward Peter  
Casey, David Patrick  
Casey, John Joseph  
Cassidy, Noel James  
Cerviny, Joseph Frank  
Citro, Vincent Ignatius  
Clarke, James Martin  
Clohesy, John Cecil  
Cloonan, Edmund Francis  
Coan, James Patrick  
Coffey, Francis Kevin  
Colohan, William Joseph  
Condon, James Aloysius  
Connor, John Vincent



Constantino, Nicholas Anthony	Haw, Frederick James
Cooney, Edward Joseph	Hagedorn, Theodore Aloysius
Crane, Charles William	Hannon, Edward Robert
Creighton, Andrew Joseph	Hatton, George Anthony
Cribben, Walter Michael	Hatton, John Lambert
Cullen, Matthew James	Hawkins, John Donovan
Cullinan, James Murray	Heaney, William Francis
Daly, Walter Aloysius	Heelan, David Aloysius
Dankowski, Eugene Anthony	Heeman, Joseph Aloysius
Dempsey, Thomas Joseph	Henry, James Raymond
Dolizal, Jeremiah James	Higgins, Francis Patrick
Doorley, Roger George	Hiler, John Patrick
Dore, Robert Emmett	Hiler, William Paul
Downey, John Paul	Hoberg, Joseph Aloysius
Doyle, Thomas Aloysius	Hodous, Joseph
Driscoll, Matthew Anthony	Hogan, James Edward
Drosz, John	Holland, Edward Francis
Dubiel John	Hoppe, Stephen Leo
Duffey, John Charles	Hoyle, John Spalding
Duffy, Leonard Vincent	Hurtubise, Edward John
Dunford, John Moreland	Hynes, Joseph Patrick
Durr, James John	Ivers, Thomas Joseph
Dwielewicz, Edward Sigmund	Jasinski, Alexander
Dwyer, John Joseph	Jasinski, Andrew
Edwards, Paul Bernard	Jasinski, Edward John
Elwood, Thomas Francis	Johnson, Walter August
English, Michael Ignatius	Kanabay, Benjamin
Ertz, Harry Duff	Kane, Joseph Thomas
Ensweiler, Walter William	Kaskey, Harry Hubert
Etzkorn, Michael	Kearns, Frederic Aloysius
Filitto, Rocco Joseph	Keating, John Nicholas
Finnigan, James	Kehoe, Thomas Francis
Fiske, Bernard	Kelly, Thomas Patrick
Fitzgerald, Edmund Anthony	Kempf, Richard Lee
Fitzpatrick, Francis Raymond	Kenny, John George
Foley, James Francis	Kerrigan, Vincent Paul
Fundarek, Stephen Joseph	Kilbride, Raymond Thomas
Franz, Joseph Martin	Krusinski, Thaddeus John
Gallagher, Francis Joseph	Klawikowski, August Henry
Garstka, Walter Edward	Kluchinski, Joseph Leo
Gentile, Domenic	Klimek, Edwin
Gorey, Charles Richard	Knight, John Joseph
Grady, Joseph William	Kowalewski, Roman John
Graham, Frank Louis	Krasniewski, Casimir Edward
Guiry, Raymond Maurice	Kunka, Anthony



Kraus, Albert J.  
Kubiszewski, Edward Paul  
Kuzlik, Theophilus  
LaFond, Charles Joseph  
Lagocki, Joseph John  
Lane, James Aloysius  
Lane, John Hilary  
Lawler, William Henry  
Leaney, Joseph Leo  
Le Beau, Walter Francis  
Lempkowski, Stanley Charles  
Leonard, John Aloysius  
Lettner, James Louis  
Loef, John Anton  
Lyons, John Joseph  
Mahoney, John M.  
Mahoney, Joseph Michael  
Mallek, Joseph Michael  
Maslon, Ladislaus Adam  
Mayr, Perry James  
McAlpine, Donald  
McAuliffe, Timothy Michael  
McCarthy, Daniel Joseph  
McConville, Edward Jay  
McCourt, Francis James  
McDermid, Francis Joseph  
McDermott, Gordon Henry  
McEvoy, John Aloysius  
McGinty, Arthur James  
McGinty, Thomas Edward  
McGuire, John Joseph  
McManmon, Thomas Francis  
McMullan, Cyril George  
Mertes, Earl Sebastian  
Michels, Roman Carl  
Mock, Joseph William  
Monahan, William Leslie  
Mongoven, Thomas  
Moore, Robert Lawrence  
Murphy, Charles John  
Murphy, Thomas Patrick  
Murphy, Timothy James  
Murray, Thomas Joseph  
Nash, John Richard  
Nona, Aloysius

O'Connor, Harry Joseph  
O'Donnell, Raymond Patrick  
O'Donnell, William Francis  
O'Shea, John Joseph  
Palubicki, George John  
Pierce, Thomas Francis  
Powers, Peter James  
Pribyl, Eugene Joseph  
Prior, William Justin  
Ptacek, Edward Albert  
Raday, Joseph Frank  
Romano, Alfred Ambrose  
Rotchford, William Clifford  
Rowan, Thomas Patrick  
Russell, Lawrence Adolph  
Russo, August Rocco  
Ryan, John Francis  
Ryan, John William  
Scales, James Patrick  
Scannell, John  
Sedlack, Charles Joseph  
Segrue, James Cyrus  
Sexton, Robert Patrick  
Shea, Edward Joseph  
Sheehan, Drew William  
Shields, John Joseph  
Simmons, George John  
Stangwilo, Benny  
Sujak, Walter  
Sullivan, William Basil  
Szafranowski, Stanley John  
Tobin, Richard Philip  
Tomaso, Alphonse Rocco  
Turro, Michael  
Valois, William Louis  
Waldron, John James  
Wall, John Coleman  
Walsh, William Patrick  
Winkler, Charles John  
Williams, Edward Joseph  
Wilson, Wilbert Anthony  
Wojczynski, Michael Edward  
Zahradnik, George Francis  
Zerkel, Paul Christian





**1921 - 1922**

---

**Entrance Examination, September 1, 2, 3**

**Registration Days, September 5, 6**

**Class Begins Wednesday, September 7**

95cZ 2a  
1921/22

THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

LOYOLA UNIVERSITY

---

SAINT IGNATIUS  
HIGH SCHOOL

CHICAGO, ILL.



1922





CATALOGUE  
OF  
ST. IGNATIUS HIGH SCHOOL

---

Address: The Principal

St. Ignatius High School, Chicago, Illinois

1076 Roosevelt Road, W.

Telephone: Haymarket 9180

---

1922

LOYOLA UNIVERSITY PRESS

CHICAGO

## BOARD OF MANAGERS

---

REV. WILLIAM H. AGNEW, S. J.

President

REV. JOSEPH G. KENNEDY, S. J.

Vice-President

REV. GEORGE P. SHANLEY, S. J.

Secretary

REV. ALBERT F. ESTERMAN, S. J.

Treasurer

REV. PATRICK A. MULLENS, S. J.

# FACULTY

---

REV. WILLIAM H. AGNEW, S. J.  
PRESIDENT

REV. THOMAS J. MOORE, S. J.  
PRINCIPAL

REV. JAMES J. MERTZ, S. J.  
REV. EDWARD V. MONAGHAN, S. J.  
REV. JAMES E. CONAHAN, S. J.  
REV. FRANCIS X. BREEN, S. J.  
REV. FRANCIS X. SENN, S. J.  
JAMES G. SMITH, S. J.  
THOMAS S. BOWDERN, S. J.  
CLASSICS

REV. FRANCIS D. STEPHENSON, S. J.  
R51. CHARLES A. MEEHAN, S. J.  
LOUIS F. DOYLE, S. J.  
RAYMOND F. BELLOCK, S. J.  
ALPHONSE F. X. KUHN, S. J.  
ENGLISH

REV. ROLAND J. KENNY, S. J.  
JAMES F. BUTLER, S. J.  
GEORGE A. DERTINGER, S. J.  
VINCENT J. SHERIDAN, A. B.  
MATHEMATICS

REV. JOHN B. ESMAKER, S. J.  
PHYSICS

REV. JAMES A. BICK, S. J.  
CHEMISTRY

ROBERT U. BAKEWELL, S. J.  
JOHN A. ZVETINA, A. B.  
STEPHEN A. PAROWSKI, A. B.  
HISTORY—CIVICS

## SAINT IGNATIUS HIGH SCHOOL

STEPHEN R. JOVINE, A. M.  
FRENCH

FRANCISCO RIVERA, A. M.  
ETTORE GORJUX, A. M.  
SPANISH

JAMES G. SMITH, S. J.  
LIBRARIAN

REV. THOMAS F. TREACY, S. J.  
CHAPLAIN

EDWARD J. KIEFFER, M. D.  
ATTENDING PHYSICIAN

G. MILTON FAIRMAN  
ASSISTANT LIBRARIAN

## HISTORICAL SKETCH

---

The first Jesuit, whose name is identified with religious work in the organized diocese of Chicago is the Rt. Rev. James Oliver Van de Velde, second bishop of Chicago. Born in Mechlin, Belgium, he came to the New World to consecrate his life to missionary work there. February 11th, 1849, he was consecrated Bishop in the University church of St. Louis and came at once to rule the young diocese of Chicago, left vacant by the death of Bishop Quarter. Missionary Fathers of the Society of Jesus visited the city during the following years. In the year of 1855, Rev. Arnold Damen, then in the prime of life and the fullness of his power, appeared in the pulpit of old St. Mary's on the corner of Wabash Avenue and Madison Street. So great was the fruit of this mission and so great too the need of priests in the growing diocese that the Bishop of Chicago, the Rt. Rev. Anthony O'Reagan sent an earnest petition to the Superior of the Society of Jesus to found a house of the Order in his diocese.

The request met with a favorable reception in St. Louis. The spiritual needs of the community as well as the prospects of a large Catholic population in the near future, particularly appealed to superiors. Accordingly Father Arnold Damen and Father Charles Truyens were ordered to Chicago. They arrived here on the 4th of May, 1857 and presented themselves to the Rt. Rev. Bishop, who received them with gratitude and fatherly kindness.

Bishop O'Reagan immediately exerted himself to provide the new fathers with a suitable parish. He first offered to turn over to them the Holy Name Church with the understanding that the University of St. Mary of the Lake should pass under the control of their order as soon as the necessary faculty could be provided. This offer was a generous one, but Fr. Damen, in whom zeal and piety were singularly united

with prudence and a far seeing business capacity, after careful investigation, declined. To begin with a church already built and a congregation already established, did not appeal to the missionary spirit of the zealous priest. He wished, as he expressed it, "to begin at the bottom," to select a site to build his own church and to gather around him a congregation of his own choosing.

A site on the North Side and another in the vicinity of Union Park were for some time under advisement, but these neighborhoods even then seemed likely to attract the wealthy and crowd out the workingman. It was to the poor that Father Damen, like his Divine Master, wished the Gospel to be preached. Finally toward the end of May the present location in the western part of the city was purchased for the sum of \$17,900, and Father Damen began at once to arrange for a church. When the fact of the purchase became known it met with universal astonishment and disapprobation. The land was at least a mile distant from the houses which made up the city; there were few homes and fewer Catholic families in the neighborhood and of course, there were none of the modern means of transportation which could induce those who labored in the city to make their homes in the suburbs. That so many excellent locations should be passed over in favor of the one which seemed so poor, was considered by many as a disastrous beginning for the Jesuits of Chicago.

At the cost of \$1,600 a small wooden church was erected on May and Eleventh Streets, under the title of the Holy Family. A city seemed to spring up from the prairie around the Church of the Holy Family, and two months later at the end of August, the structure was found too small and a temporary addition was made.

For thirteen years Father Damen and his associates labored in the building up of a whole circuit of efficient primary schools, until he saw in them material for a college, waiting, as ripened grain, to be gathered in by him. He saw that a Catholic institution of higher education was imperatively needed in this great Western Metropolis, and in 1869 he began



to erect a college building on the ground lying to the East of the Church on a lot formerly occupied by a Lutheran church. The building was not wholly complete when, on September 5th, 1870, St. Ignatius College opened its doors for the first time. Only thirty students applied for admission. By the end of the first year the roll numbered ninety-nine. At the closing exercises of the first year no degrees were conferred. Declamations, songs, a humorous sketch and a debate gave the students ample opportunity to display what progress had been made during the year. One new class, First Humanities, was added the second year. It was the intention to add one new class every year. Before the end of the second year one hundred and forty-three students were in attendance; and from that day to the present time the college has steadily grown in size, reputation and the extent of its influence. During this term the great fire broke out just east of the college, but left the college buildings untouched. Classes were suspended during two weeks, while the buildings were used as relief stations for the distribution of provisions and clothing, for lodging homeless orphans. The closing exercises of the second year brought encomiums from the entire press of the city. But Father Damen's power as a preacher gave rise to insistent demands that he devote his time to giving missions in different parts of the country and it was deemed advisable to relieve him of the confining office of president.

Fr. Coosemans, the second president was a man whose prudence, business ability and gentle firmness in dealing with others had marked him for a position of command. He had filled the offices of President of Bardstown College and St. Louis University and had governed the Missouri Province of his order for nine years. He served but two years as head of St. Ignatius for in 1874, while preaching, he was suddenly seized with apoplexy and fell helpless to the floor.

It was during Father Coosemans administration that the Museum of Natural History, one of the greatest glories of St. Ignatius College, began to give promise of what it was afterwards to attain. This Museum contains one of the

largest private collections of zoological, botanical and mineralogical collections in the country. The Museum is a monument of the persevering labor of Father Shulak. The bishop of Chicago, Rt. Rev. Thos. Foley, having lost both his cathedral and his residence in the fire, accepted the hospitality of the Jesuits and remained with them for six months. Upon his departure he left a donation of one thousand dollars to be applied to the Museum. During this year the Students' Sodality, a potent influence for good, was formed. At the closing exercises on June 25, 1873, Mr. Philip J. Reilly received the degree of Master of Arts, the first degree conferred by the college.

From 1874 to 1877 Rev. John De Blieck was President. In 1876 the Chrysostomian Debating Society was formed and at the end of the year the first degrees in course were merited by seven members of the graduating class.

In 1877, Father Miles succeeded to the President's chair and during his administration much constructive work was done for studies: the course was lengthened to seven years, a scientific course, leading to the B. S. degree was introduced, a literary society, a choral club and a scientific academy were organized.

The years of Father Thomas O'Neil's term as President, from 1880 to 1884, constituted a period of quiet and steady growth. The appreciation of the public was manifested on many occasions. At one of the annual Commencement Exercises one archbishop, two bishops, thirty-seven members of the clergy and the Mayor of the city were present on the stage. On another the members of the city council promised to attend in a body.

Father Zealand was the sixth president. Marked attention was paid to science and a scientific circle was formed. In 1877 the registration passed the three hundred mark.

Upon assuming the presidency in 1887, Father Edward A. Higgins found a faculty of nineteen active and capable professors. A marked devotion to study, manifested in numerous public entertainments, characterized the period of his

administration. In response to the urgent requests of many Catholics in that part of the city, in 1888 the North Side Collegiate School was opened on LaSalle Street near North Avenue, as a branch of the College. The new school was moderately successful from the start, but its career was destined to be brief. The pupils numbered 36 at the start and when it was abandoned at the end of the second year there were 60 in attendance.

Under Father Higgins two new student organizations were founded, the Dramatic Club and the Athletic Association. Since that time gymnastic entertainments have been given almost yearly. Another improvement begun was the Students' Library Association. Both the Students' Sodality and the Acolythical Society had small libraries; these were combined into one, and students were made responsible for the care and distribution of the books. The students' library has prospered until it now numbers over eight thousand volumes, especially selected with a view to providing collateral reading for the work done in class. The Students may also consult the University library which contains about seventy thousand bound volumes. In 1888 appeared the first publication edited by the students, an eight-page paper called "Easter Chimes," the forerunner of the college magazine, which was to follow soon after.

In 1891 Father Thomas Fitzgerald assumed the office of President. Before the end of his term, three years later, the enrollment had reached four hundred and ninety six. The students continued to display an intense and practical interest in their work. Twenty-four public entertainments were given during these three years, and it is no unusual thing to read that "too many tickets were printed; many had to stand." One entertainment in particular is worthy of mention. On October 19, 1893, a celebration was held to commemorate Columbus Day, at which His Eminence, Cardinal Gibbons and the Papal Legate, Mgr. Satolli were present. During this year the first perpetual scholarship was founded by Miss Eliza McConville. A scientific academy and a Camera Club

were started in 1892 and all the photographs of the college, the museum, the gymnasium, the chapel, the library and the reading room, which we find in the catalogs of this period were the work of the members of this club.

In September, 1894, Father Fitzgerald was called, as were several of his predecessors, to the office of Provincial of the Missouri Province of Jesuits. His successor in the presidency was not appointed until December, when Father James Hoeffler was installed with fitting ceremonies. Father Hoeffler, who died in the Fall of 1913, is still remembered and venerated by a host of friends. His tolerant and sympathetic disposition endeared him to all. The first event of importance under his administration was the formation of the Alumni Association. The approaching silver jubilee of the college, which attracted to their Alma Mater the attention of all the former students, was rightly considered a favorable time to gather the alumni together in some permanent association. This was accomplished on February 10th, 1895.

The Silver Jubilee was celebrated with elaborate ceremonies in June, 1895. On June 23rd, there was a solemn Mass of thanksgiving in the presence of Rt. Rev. Edward Joseph Dunne, D. D. The following evening the Commencement exercises were held at the Auditorium. The speakers were Rev. John W. Melody, Hon. Richard J. Prendergast, Hon. Wm. J. Onahan, and His Grace, Most Rev. Patrick A. Feehan. On June 25 the alumni gathered in the college hall with intent, as the program tells us, to

Mingle with the friendly bowl

The feast of reason and the flow of soul.

The Silver Jubilee is commemorated by a lapidary tablet in the vestibule of the college. There is also among the archives of the college a letter from Pope Leo XIII conveying the Apostolic Blessing to the faculty, alumni and students. And certainly His Holiness must have looked with approbation upon the noble work accomplished, and accomplished for the glory of God and the welfare of the Church. At the time there were in attendance four hundred and ninety-four stu-

dents, who were receiving not only a thorough training in the classics and the sciences, but above all in their holy religion; young men who, if sound training and the possession of sound principles of conduct count for anything, could be expected to become worthy citizens of the republic and faithful sons of the Church. Fifty-nine former students had completed their theological studies and were engaged in the work of the sacred ministry. Almost fifteen hundred students matriculated at the college and came under an influence that could not fail to leave a stamp upon their characters and their lives. Of these sixty nine had completed the entire course and received their degrees.

The event of 1895 was the completion of the new college building. It is 128 feet long and 66 feet wide and is virtually fireproof. It is situated northwest of the original building and contains eighteen class rooms with a total seating capacity of over 500. The fourth floor is reserved for the physical and chemical laboratories, while in the basement are found the playroom and gymnasium. This structure is entirely modern throughout. The classrooms are admirably lighted and ventilated. The stairways are of iron and the exits so well arranged that when the signal is given for fire drill the entire building is emptied in less than ninety seconds.

On August 16, 1898, Father Hoeffler was called to a more difficult post, that of president of St. Louis University. His successor was not appointed until November 15, when Father John F. Pahls was promoted from the presidency of Creighton University to St. Ignatius College.

Thousands of newspaper clippings, preserved in the scrap-books, kept by the vice-president, bear testimony to the activity of the college during this period. Plays, elocution and oratorical contests, concerts and literary evenings followed one another in rapid succession. One more student organization was founded during Father Pahls's term of office—the Loyola Literary Society, to afford the high school students practice in debate.

From 1900 to 1908 Father Henry Dumbach was president of St. Ignatius College. Under Father Dumbach, St. Ignatius



College may be truly said to have reached the apex of its glory. The reputation of the college was now firmly established; when it presented its students to the public in any kind of entertainment, no hall was large enough to accommodate the throngs who came to hear them, and so intense was the activity of the students in a dozen directions, so constant and stimulating the encouragement given by the faculty, that scarcely a month passed without some event testifying eloquently to the fact that St. Ignatius College was in every way well abreast of the times. Not to dampen the ardor of those under his command, nor oppose the constructive measures they initiate—this undoubtedly is the secret of successful leadership, and therein lay one of Father Dumbach's chief claims to distinction. He was fortunate in having under him men of proved efficiency. Father Francis B. Cassilly had filled the position of vice-president with marked distinction under the two preceding presidents; and now equipped with an invaluable fund of experience he threw all his energies into the task of developing to the utmost whatever college activities were worthy of attention. His energy extended to the smallest detail of college routine, and his active mind made ample and timely provision for the success of every enterprise undertaken by the students. Space does not permit our speaking in detail all that Father Cassilly accomplished; it is enough to say that during his term of office the name of St. Ignatius College was a household word from one end of Chicago to the other.

Student societies prospered under Father Cassilly. An orchestra was organized which continues to appear at college entertainments. There was also formed a glee club and an academy choir. The first issue of the *St. Ignatius Collegian* appeared in April, 1901. This magazine is now a bi-monthly and is known as the *Loyola University Magazine*. In 1908 two other organizations came into existence; the college band and the Wyspianski (Polish) Literary Society.

Thirty seven years and six months after Father Damen assumed the presidency with the purpose of building up, at



whatever cost to himself, an institution where the educational wants of the Catholic youth of Chicago could be met, Father Burrowes came into office, keenly impressed with the idea that a college alone would no longer suffice, and that the building up of a university was a task reserved for him. As the title of Founder of the College belongs to Father Damen so the title of founder of the greater college, that is, of Loyola University belongs to Father Burrowes, who assumed the office of president in February, 1908. Under Father Burrowes the college and high school kept pace with the growing university and all their activities flourished.

From February, 1912 to August, 1915, Father John L. Mathery was president and during his administration the college as well as the entire university continued quietly to produce all the good to be expected. Father Mathery's policy was one of patient waiting and time has justified this attitude.

The fourteenth president was Reverend John B. Furay, whose long experience in educational matters rendered him particularly suited to the work ahead of him. In the Spring of 1921 he was invited by Archbishop Mundelein to assume the responsible office of Prefect of Studies in the University of St. Mary-of-the-lake at Area, Illinois. He continued as president of Loyola University until the end of the scholastic year, rounding out a term that tended materially to strengthen and solidify the various departments of the institution.

The present head of the University, Reverend William H. Agnew, assumed office in July, 1921. It was left to Father Agnew to carry into execution the plan already in project of transferring the Arts department to the North Side location, a plan in which he himself heartily cooperated. The growth of both the College and High School departments necessitated more room for each. A new Administration building is now nearing completion on the grounds overlooking lake Michigan and in September the College department will take up its quarters in the Science building, one admirably suited both in equipment and location for the further development of this department.

## SYSTEM OF EDUCATION\*

---

The educational system in use at St. Ignatius High School (substantially the same employed in two hundred and twenty-seven educational institutions conducted by the Society of Jesus in nearly all parts of the world), is guided by the principles set forth in the *Ratio Studiorum*, a body of rules and suggestions outlined by the most prominent Jesuit educators in 1599, revised in 1832, and attended up to the present with unflinching success.

Truly psychological in its methods, and based upon the very nature of man's mental processes, it secures on the one hand that stability so essential to educational thoroughness, while on the other it is elastic and makes liberal allowances for the widely varying circumstances of time and place. While retaining, as far as possible, all that is unquestionably valuable in the older learning, it adopts and incorporates the best results of modern progress. It is a noteworthy fact, however, that many of the recently devised methods of teaching, such as the Natural, the Inductive and similar methods, are admittedly and in reality mere revivals of devices recommended long ago in the *Ratio Studiorum*.

As understood by the Jesuits, education in its complete sense, is the full and harmonious development of all those faculties that are distinctive of man. It is more than mere instruction or the communication of knowledge. The requirements of knowledge, though it necessarily pertains to any recognized system of education, is only a secondary result of education itself. Learning is an instrument of education, which has for its end culture, mental and moral development.

---

\*Those who are desirous of further information on this subject are referred to "Jesuit Education," by Robert Swickerath, S. J., (Herder, St. Louis, 1903,) and to the numerous documents therein cited.

Consonant with this view of the purpose of education, it is clear that only such means, such as Science, Language and the rest, be chosen both in kind and amount, as will effectively further the purpose of education itself. A student can not be forced, within the short period of his school course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of knowledge has been scientifically divided. It is evident, therefore, that the purpose of the mental training given is not *proximately* to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While affording mental stability, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of specialization on the part of students who have not brought to their studies the uniform mental training given by a systematic high school course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and to the scientific unfolding of knowledge. They are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the Jesuit System that different studies have distinct educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalents can not be applied. The specific training given by one can not be supplied by another. The best educators of the present day are beginning to realize more fully than ever before that prescribed curricula, embracing well-chosen and co-ordinated studies, afford the student a more efficient means of mental cultivation and development. This, however, does not prohibit the offering of more than one of such systematic courses, as for instance, the Classical and the Scientific, in view of the future career of the individual. While recognizing the

importance of Mathematics and the Natural Sciences, which unfold the inter-dependence and laws of the world of time and space, the Jesuit System of education has unwaveringly kept languages in a position of honor, as an instrument of culture. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the deductive and inductive powers of reason. Language and History effect a higher union. They are manifestations of spirit to spirit, and by their study and for their requirement the whole mind of man is brought into the widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers.

Finally, the Jesuit System does not share the delusion of those who seem to imagine that education, understood as an enriching and stimulating part of the intellectual faculties, has of itself a morally elevating influence in human life. While conceding the effects of education in energizing and refining the student's imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development, of themselves, have no moral efficacy. Religion alone can purify the heart and guide and strengthen the will. This being the case, the Jesuit System aims at developing side by side the moral and intellectual faculties of the student, and sending forth into the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. It maintains, that, to be effective, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere that the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade. In a word the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, as well as for the upbuilding of moral life, civil and religious .

## MORAL AND RELIGIOUS TRAINING

In its moral and religious training the High School aims at building the conscience of its students for the right fulfillment of their civil, social and religious duties. There is insistence on the cultivation of the Christian virtues which operate for this fulfillment and, as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. Students of any denomination are admitted to the courses, but all are required to show a respectful demeanor during the ordinary exercises of public prayer. The Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat, and to approach the Sacraments at least once a month.



## St. Ignatius High School

---

### PROSPECTUS

**St. Ignatius High School and Its Relations to Loyola University.**—St. Ignatius High School was erected in 1869. It is conducted by the Fathers of the Society of Jesus. During the fifty years of its existence it has trained and sent into the world thousands of men who now hold responsible positions in business and professional life. Every year hundreds of parents, realizing the priceless value of a good education, enter their sons at St. Ignatius High School, assured that there, while receiving a training which is strictly modern, yet sane and substantial, they will be guided by men who take a personal interest in the welfare of every student, and who spare no pains to develop whatever talent each one may possess.

If, after completing his High School course, the student desires to continue his studies, he may do so without being obliged to enter a new institution and mingle with strangers; for St. Ignatius High School is the preparatory department of Loyola University, in whose four faculties of Literature, Law, Medicine and Engineering more than a thousand students are now acquiring knowledge which will make them successful men and useful citizens of the nation.

**Location and Buildings.**—St. Ignatius High School is located at 1076 Roosevelt Road, W. Its central location makes it easy of access even from the remotest sections of the city. The buildings contain valuable Mineralogical and Natural History Museums, and a library of seventy thousand volumes, a department of which is reserved for the students. The class-rooms are well lighted and comfortable; there is a gymnasium, provided with lockers and shower-baths, and, in general, the High School has all the equipment needed for the



convenience, comfort, and mental and physical development of the students. The Department of Physics has an ample lecture room, and laboratories fitted with all the up-to-date apparatus required for experimental purposes. The Department of Chemistry, in addition to its lecture room, has eight large slate-topped tables for qualitative analysis, so arranged as to accommodate eighty students.

## GENERAL INSTRUCTIONS

**Testimonials.**—St. Ignatius High School is for day scholars only. Each applicant must present a testimonial of good character from the head of the institution last attended, or in case of a long intermission of study previous to his entering St. Ignatius High School, a testimonial from the pastor of his church. No application for admission will be accepted definitely until satisfactory letters have been received.

No student will be admitted who does not reside with his parents, or immediate relatives, or if this be impossible, with persons duly approved by the authorities of the school.

**Distribution of Time.**—The Academic Year comprises thirty-eight weeks, an aggregate of one hundred eighty class days, extending from the first week in September to the third week in June. It is divided into semesters with short recesses at Christmas and Easter. Saturday is the weekly holiday. Classes are not held on legal holidays, nor on days observed as holydays of obligation in the Catholic Church.

The High School is open every class day at half-past seven o'clock. Those who come before the time for class proceed at once to the study hall and spend the interval in private study. All are required to be present five minutes before half-past eight o'clock, at which hour the Catholic students attend Mass. The regular class exercises begin at 9 A. M. and close at 2:25 P. M.

**Attendance.**—As regular attendance is an important element in class-standing and an essential condition for successful

work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitation or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal. Students are required to be present eighty-five per cent of the school year to merit promotion in June.

**Home Study.**—All endeavors of the Faculty will fail to insure success for the students, unless they apply themselves to their studies with diligence and constancy outside of class hours. Parents and guardians are, therefore, respectfully urged to insist on this application.

**Communications.**—Due notice should be given to the Principal of a change of residence, or of the contemplated withdrawal of a student.

**Examinations.**—Written examinations, covering the matter of each semester, are held in January and June, respectively. These two examinations count for class prizes and honors and are decisive for promotion. Each branch is estimated on the basis of 100 per cent; the passing mark is 70; below 50 is failure, and from 50 to 69 is a condition. Conditions in the semester examinations must have been removed by the end of the next semester or they automatically become failures.

**Premiums.**—The medals and prizes given on Commencement Day and awarded in accordance with the results of the semester competitions are: the medal of excellence for the highest average in the class; first and second honors for a yearly percentage of 90 and 85, respectively. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 70 is failure to pass.

**Discipline.**—The registration of a student is deemed a recognition, on his part and on the part of his parents or

guardian, of compliance with all the rules and regulations of the School.

Refinement of manners, habits of obedience and order, neatness in person and dress, and punctuality are required at all times as matters of importance.

No point of vigilance is neglected whereby purity of mind and heart and frankness of character may be instilled into the students, together with that strength of will and uprightness of heart which alone can fit them, under religious discipline, for the proper discharge and adequate fulfilment of their duties in later life.

No student who persistently neglects his school work, or whose influence, apart from open disobedience or insubordination, is considered by the Faculty to be detrimental to the reputation of the School or obstructive of the good of other students, will be allowed to remain in the School.

The use of tobacco in any form, on or near the School premises, is strictly forbidden at all times.

**Conduct Outside the Premises.**—For faults committed outside the premises the officers of the High School do not consider themselves responsible, as students cease then to be under their jurisdiction; still, in justice to the reputation of the High School, the authorities will hold students strictly accountable for offenses of this nature.

**Luncheon.**—Dining rooms have been fitted up for the students, and placed in charge of a reliable caterer, so that students who desire a warm luncheon at the noon hour may be able to obtain it without leaving the premises.

It is the wish of the School authorities that students remain on the premises during the intermission between morning and afternoon classes and parents are requested to instruct their sons to this effect.

**Progress.**—The School cannot assume responsibility for the progress expected of the students unless it can have full control of their time. Hence parents and guardians are earnestly requested to see to it that other occupations or

appointments are not arranged at hours which may conflict with class exercises or with necessary detentions after school hours for unsatisfactory recitations or violations of discipline.

### EXPENSES

Since the Institution is not endowed, it is entirely dependent for support on the fees paid for tuition.

Tuition per semester.....	\$62.50
Breakage Deposit (for students of Chemistry)....	5.00
High School Diploma.....	5.00
Fee for each conditional examination taken on the appointed date.....	1.00
Fee for each conditioned examination taken outside of the appointed date.....	2.00

Payment for conditioned examinations must be made before the examination.

The tuition for each semester is payable at the beginning of the semester. A student will not be considered as registered in any class nor entitled to take any examinations until his tuition has been paid.

The First Semester begins in September, the Second in February.

Every student must register anew at the beginning of each semester.

The payment of the tuition fee for each semester entitles the student to all privileges of lockers, laboratories, athletic exercises and games, admission to all student contests and entertainments, and subscription for student publications.

No diplomas or credits are issued until all indebtedness has been paid.

## SCHOLARSHIPS

Some of the friends of St. Ignatius College, realizing the importance and necessity of substantial encouragement and support in the work of Catholic higher education, have recently tendered such encouragement and support in the most practicable and desirable way, viz., by establishing Scholarships. These St. Ignatius High School gratefully acknowledges.

A Perpetual Scholarship can be founded or established when the endowment is twenty-five hundred dollars, a sum sufficiently large to yield an annual interest that will cover the yearly tuition.

A Course Scholarship represents an amount necessary for a full course (High School and College), *payable annually*, entitling the holder upon successful examination at the end of the course to a Baccalaureate Degree.

An Annual Scholarship is provided by the yearly donation of \$125.00.

## Perpetual Scholarships

The Miss Eliza McConville

Memorial Scholarship: Margaret Gertrude Onahan

Damen Council, 650, Knights of Columbus

The Hon. William J. Onahan

The Hon. Charles A. Mair

The Hon. Thomas Brennan

Memorial Scholarship: Mrs. Mary White Riordan

The Henry Venn, A. B., Class of 1906, Scholarship

Memorial Scholarship: Mr. and Mrs. Pancratius Metz

The Mr. and Mrs. Michael J. Riordan Scholarship

Catholic Order of Foresters

Rev. James M. Hayes, S. J., Memorial Scholarship

Roger C. Sullivan

## Annual Scholarships Given By

Knights of Columbus—

Bishop Ketteler Council

Charles Carroll of Carrollton Council  
Chicago Council  
Commodore Barry Council  
Feehan Council  
Hennepin Council  
Hughes Council  
Illinois Council  
Charles A. Gardiner Memorial Scholarship, La  
Fayette Council  
Father Setters Council  
Catholic Order of Foresters, St. Elizabeth Court  
Banks, Edgar C.  
Bowe, Augustine J.  
Brosnahan, T. J.  
Class of 1908, St. Ignatius College  
Connell, Joseph A.  
Rev. Henry J. Dumbach, S. J., Scholarship: Andrew  
Maguire  
Doyle, Leo J., memory of James M. Doyle  
Fortune, Thomas, in memory  
Fortune, William  
Garvy, W. John  
Garvy, Mrs. Mary A.  
Henderson, William J.  
Higgins, Mary, in memory  
Keeley, Thomas  
Rev. C. J. Lagae, S. J., Ten Scholarships.  
Rend, Joseph P.  
Smyth, John M.  
Sullivan, M. D., Ralph  
Rev. M. A. Dorney  
Mrs. William L. Valois  
A Friend

Loyola University College of Arts and Sciences will annually award two FRESHMAN YEAR scholarships to two members of the graduating class of the High School Department recommended by the High School Faculties. Recom-



mentation will be made upon the basis of a student's four year record of industry, class grades and school spirit.

### Competitive Scholarships

Six scholarships will be offered the coming year by the trustees of St. Ignatius College to the students of St. Ignatius High School. These scholarships will be awarded by competitive examination.

### Conditions of the Contest

1. Each applicant must have been in attendance at St. Ignatius High School during the entire school year of 1922-1923, and must have attained a weighted average of 80 or over. Absence amounting to fifteen percent or over of the school year renders the applicant ineligible to compete in the examination.

2. To the two First Year students making the highest average a scholarship of three years and one year respectively will be awarded.

To the two Second Year students making the highest averages a scholarship of two years and one year respectively, will be awarded.

The Fourth Year student making the highest average will be awarded a scholarship covering the four years of the College Course. This scholarship is valued at seven hundred dollars.

3. Those eligible to compete in the scholarship examinations will be examined in the matter of the class which they have just completed.

4. A student who wins a scholarship must maintain a weighted average of 85 in order to retain the scholarship. Failure to maintain this average results in the permanent loss of the scholarship.

## Societies

---

St. Ignatius High School, like all other centers of learning, has always been ready to sanction and encourage such societies as tend to promote the various interests of the students. The following societies in particular are deemed worthy of special mention:

### The Sodality

The Sodality has for its object the promotion of filial love towards the Mother of God and the practice of virtue and piety among its members. The Sodality is aggregated to the Sodality of the Roman College under the title of the Immaculate Conception and St. Stanislaus Kostka.

#### SENIOR DIVISION

JAMES J. MERTZ, S. J., Director

FRANCIS M. WILSON.....	<i>Prefect</i>
JAMES A. RONAN.....	<i>First Assistant</i>
JOHN J. SLOAN.....	<i>Second Assistant, Treasurer (Mission Section)</i>
WILLIAM K. RYAN, RAYMOND T. GRANT.....	<i>Sacristans</i>
JOHN O. TUOHY.....	<i>Secretary</i>
JOSEPH A. SCHMIDT.....	<i>Organist</i>

#### Consultors

LEONARD M. WOCHINSKI	JOHN I. LARDNER
LEONARD F. MAHER	ROBERT W. DUNNE
MICHAEL G. GLYNN	VINCENT T. MONGOVEN

#### JUNIOR DIVISION

CHARLES A. MEEHAN, S. J. Director

DANIEL MCCARTHY.....	<i>Prefect</i>
WILLIAM COLOHAN.....	<i>First Assistant</i>
PAUL EDWARDS.....	<i>Second Assistant</i>

RAYMOND ABRAHAM.....	<i>Secretary</i>
JOHN CULLERTON.....	<i>Sacristan</i>

*Consultors*

WALTER HART	JOEEN SPAIN
JOHN WALL	CHARLES BARTLETT
FLORIAN ZIMECKI	ARTHUR MCGINTY
HUBERT KNAPP	WILLIAM ROTCHFORD
JOSEPH CALAY	ROBERT MOORE
EUGENE CANONICA	DONALD McALPINE

**The Apostleship of Prayer**

The Apostleship of Prayer is a League of zeal and prayer in union with the Sacred Heart of Jesus Christ. Its object is to spread devotion to the Sacred Heart; to promote the interests for which that Sacred Heart is ever pleading in our tabernacles and on our altars, the salvation of souls and the triumph of the Church and to make reparation for sin.

JAMES J. MERTZ, S. J., Director

**Loyola Literary Society**

The purpose of this society is to enable the high school student to acquire skill in the art of speaking and to provide him with an opportunity to keep abreast of the times by the discussion of events of timely interest. The usual exercises of the meetings are three minute speeches and debates on questions approved by the moderator. At least one public program is held during the year.

## DEBATES, 1921-1922

- St. Ignatius High School 3; Lake View High School 0.
- St. Ignatius High School 2; Municipal Ownership League 1.
- St. Ignatius High School 1; Austin High School 2.
- St. Ignatius High School 3; Marquette High School, Milwaukee, 0.
- St. Ignatius High School 3; Quigley Preparatory Seminary 0.

## DEBATING TEAM

PATRICK I. BOYLE	WILLIAM K. RYAN
WENDELL D. CARTER	FRANCIS M. WILSON

## OFFICERS OF THE SOCIETY

*First Term*

FRANCIS M. WILSON  
 JOHN O. TUOHY  
 WILLIAM K. RYAN  
 G. MILTON FAIRMAN  
 PATRICK I. BOYLE  
 MARSHALL D. MORAN

*President**Vice-President**Recording Secretary**Corr. Secretary**Treasurer**Censors**Second Term*

G. MILTON FAIRMAN  
 WILLIAM K. RYAN  
 JOHN O. TUOHY  
 WENDELL D. CARTER  
 PATRICK I. BOYLE  
 LEONARD V. DUFFY

## MEMBERS

SIGISMUND L. ANDRYASZIEWICZ  
 EDWARD P. BYRNE  
 WENDELL D. CARTER  
 JOHN J. CULLINAN  
 LEONARD V. DUFFY  
 ROBERT W. DUNNE  
 JOSEPH P. DELLA MARIA  
 G. MILTON FAIRMAN  
 FRANCIS P. GILMORE  
 PATRICK I. BOYLE  
 JOHN M. DUNFORD

JOHN P. HANNON  
 JAMES P. JORDAN  
 BENJAMIN J. KANABY  
 MARSHALL D. MORAN  
 THOMAS E. NASH  
 WILLIAM K. RYAN  
 EDWIN B. REILLY  
 JOHN O. TUFHY  
 FRANCIS M. WILSON  
 DONALD J. WILKINS  
 JOSEPH P. MURPHY

## Athletic Association

## DIRECTORS

JAMES F. BUTLER, S. J., Football and Baseball  
 LOUIS F. DOYLE, S. J., Basketball and Track

DAVID HAYES.....Coach Football  
 PATRICK I. BOYLE.....Manager Football  
 THEODORE N. PERRY.....Captain Football  
 FRANK VAN LAANEN.....Coach Basketball  
 WILLIAM K. RYAN.....Manager Heavyweight and Lightweight Teams  
 WILBUR J. FLYNN.....Captain Heavyweight Team  
 ALBERT J. WOLL.....Captain Lightweight Team  
 MARSHALL I. MCMAHON..Manager Bantamweight and Flyweight Teams  
 JOSEPH T. COYLE.....Captain Bantamweight Team  
 HARRY J. O'CONNOR.....Captain Flyweight Team  
 JOHN O. TUOHY.....Manager Baseball  
 JOSEPH E. GUBBINS.....Captain Baseball  
 JAMES A. RONAN.....Manager Track  
 JOSEPH P. DELLA MARIA.....Captain Track

### Students' Library

The Student's Library consists of a circulating department of about 6,000 volumes, the majority of which are literature, history and religion; and a reference department containing the usual reference works, bound volumes of magazines, and a very complete collection of elocution and public speaking books. The reading room is supplied with the leading religious magazines and those secular periodicals which are of interest to the students. During the second semester of the scholastic year the library circulated 3,806 volumes, 858 non-fiction and 2,948 fiction. Both the reference and circulating departments are open during the noon hour and after class until four o'clock. Assisting the librarian in the operation of the library is the St. Ignatius Library Association, a student organization.

### St. Ignatius Library Association

JAMES G. SMITH, S. J., Moderator  
GEORGE MILTON FAIRMAN, Assistant

#### OFFICERS

##### *First Term*

LOREN W. CARROLL  
FRANK B. COLBERT  
MARSHALL D. MORAN  
ROBERT A. JOHNSON

*President*  
*Vice President*  
*Secretary*  
*Treasurer*

##### *Second Term*

MARSHALL D. MORAN  
EARL C. MERTES  
JAMES E. CURRY  
DANIEL J. MCCARTHY

#### *Assistants*

PETER C. HACK  
RAYMOND L. GORDON  
JAMES M. CULLINAN  
JOSEPH FRANZ  
WILLIAM McDOWELL  
EDWARD W. JOCHIM  
ROBERT L. MOORE  
JOSEPH T. TUOHEY  
JOHN J. TUREK

JOHN J. CULLINAN  
ALBERT W. WINTER  
JOHN F. WCISLO  
JOHN P. SPAIN  
JOHN F. BREEN  
T. LUKE SPELMAN  
JOSEPH A. POMEROY  
JOHN R. BRENNAN  
THOMAS A. HENNESSY

EDWARD F. LYNCH

### Loyola Prep

The LOYOLA PREP, the Academy magazine, is published quarterly by the students of St. Ignatius and Loyola Academies to encourage literary ability and to stimulate interest along literary lines. Every student is expected to write for the Academy paper.

FRANCIS D. STEPHENSON, S. J. Moderator

#### THE STAFF

MILTON J. FAIRMAN.....*Editor-in-Chief*

#### ASSOCIATE EDITORS

LOREN J. CARROLL

MARTIN J. BUCKLEY

LEO J. HARTNETT

DAVID MOORE

PAUL B. EDWARDS

JOSEPH J. BYRNES

FRANCIS WILSON

#### DEPARTMENT EDITORS

WILLIAM KELLY RYAN.....*Two Party Line*

ALBERT WOLL AND DONALD WILKINS.....*Pot Pie*

#### STAFF ARTISTS

JAMES J. NOLAN

WILLIAM K. RYAN

### Orchestra

To those students who have acquired some facility in sight reading the Orchestra offers an excellent opportunity for acquiring the experience necessary for ensemble playing. Three hours each week are given to rehearsals. The Orchestra performs at all the Academic entertainments throughout the year.

RAYMOND F. BELLOCK, S. J., Director

EDWARD L. BARRY

R. KENNETH POLLEY

WENDELL D. CARTER

LAWRENCE A. RUSSELL

GEORGE A. HATTON

JOSEPH A. SCHMIDT

JOHN A. McEVoy

JOHN L. SULLIVAN

BERNARD D. McCANN

WILLIAM L. VALOIS

MAURICE MURPHY

GEORGE A. WILTRAKIS



### Instrumental Music

Membership in the Orchestra is open to those who have attained sufficient instrumental technic and some ability in sight reading.

### Radio Club

During the past year a Radio Club was organized in the High School. The purpose of the club is to encourage interest in the theory and practice of Radio communication and to give students interested in this branch of Science an opportunity to increase their supply of information.

JOHN B. ESMAKER, S. J., Director

HERBERT A. EGGERT, Instructor

## REQUIREMENTS FOR GRADUATION

---

**Constants, Majors and Minors.** Sixteen units are required for graduation. Of these three must be in English, one in elementary Algebra, one in plane Geometry, one in Science, two in Social Studies, one of which shall be advanced American History ( $\frac{1}{2}$ ) and Civics ( $\frac{1}{2}$ ). These subjects termed *constants*, shall be required for graduation in all courses. The remaining units must be offered as follows: In addition to the requirements in English there must be offered one other major sequence of three units and two minor sequences of two units each. The following will be deemed satisfactory major units: three units of a foreign language, three units of mathematics, three units of special studies, three units of natural science. Two units of any one of the foregoing groups of studies constitute a minor sequence. Not less than two units of any language may be offered.

**Diplomas and Certificates.** Diplomas are given by the Trustees, upon the recommendation of the Principal, to those members of the Fourth Year who have satisfactorily completed a regular course as outlined on the following pages. To others, who have not completed the required number of units, certificates of work satisfactorily completed will be issued. The diploma will not be granted to any one who is not recommended by the Principal to the Trustees as being of good moral character; nor will it be granted to any one who is in arrears on the Treasurer's books.

### CERTIFICATE PRIVILEGE

Admission without examination *on certificate* is granted students who have graduated from approved grammar and grade schools as follows:

1. All parochial schools of the eighth grade of the Archdiocese of Chicago, so rated by the Dioscesan School Board.

2. All public or private schools accredited by the University of Illinois.

3. All public or private schools of the State approved by the State Superintendent of Public Instruction.

4. All public schools of the City of Chicago, so rated by the Board of Education.

5. Private schools and academies, not on any list but approved, after investigation, by a vote of the faculty.

Credentials which are accepted for admission become the property of the High School and are kept permanently on file. All credential should be filed with the Principal. No certificate will be accepted unless the holder is a graduate and has spent the last year of his grade school course in the school issuing the certificate. Admission on school certificate is in all cases provisional. If, after admission a student fails in any subject for which a school certificate was accepted, credit for that entrance subject may be cancelled.

### ADMISSION BY EXAMINATION

Applicants who are not entitled to enter *on certificate* must take the entrance examinations in the entire number of subjects required for entrance. They must pass a satisfactory examination in the following subjects:

*English.* 1.—Grammar.—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2.—Composition.—A short letter or narrative to test the candidate's ability to write grammatical English.

*Arithmetic.*—Fractions, common and decimal, denominate numbers; measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube roots.

*History.*—Principal epochs and events of the history of

the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

*Geography.*—Division of the world into continents; political division of the continent; form of government of each country, its chief cities, its great rivers and products, etc.

**Advanced Standing.** Candidates for *advanced standing* will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the principal or head of the school in which the studies have been pursued. Blanks for this purpose may be had on application. No applicant will be accepted until a satisfactory statement of work done in the last school attended and an honorable dismissal therefrom have been received.

Particular attention is called to the fact that in Mathematics I and II and the languages the course of study pursued by each class begins at the opening of the school year in September. Those desiring to enter such classes at any later time in the year must, therefore, be prepared to the point then reached by each class.

## CERTIFICATE OF CREDITS

Students wishing statements of credits in order to transfer from this School to another or for other purposes, should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1st to 15th, January 15th to February 1st, and June 15th to July 1st. A fee of one dollar will be exacted for such statements.

## CLASSIFICATION AND PROMOTION

**Classification.** The classification of students depends upon the completion of a specified number of units. A unit is a series of recitations or exercises in a given subject pur-

sued continuously throughout the school year. The number of class exercises required in a week for each unit shall, in general, be five. Four units are required for unconditional admission to the Second Year; eight units for unconditional admission to the Third Year; and twelve units for unconditional admission to the Fourth Year.

**Promotion.** Promotion from class to class is dependent upon the student's passing satisfactorily (with a grade not below 70) in all the prescribed work of the preceding class. A student who is conditioned in one or two subjects may clear these conditions by summer study and examination; but a student who is conditioned in three subjects must repeat the class, without however, being compelled to repeat any subject in which his standing has been satisfactory.

### ELIGIBILITY RULES

Students taking part in dramatic performances, public debates, oratorical or elocution contests, or athletic events, and those who are appointed assistants on the staff of the High School journal, as well as all officers of student organizations, are subject to the following *eligibility rules*: (1) They must have no condition and no failure: (2) They must have attained a weighted average of at least 75 in the previous semester examination; (3) They must not be under censure at the time of their election or appointment.

## Schedule of Studies

---

The number of periods indicates the amount of time given to a study per week. A period, unless otherwise specified, stands for 50 minutes.

### GENERAL BIOLOGY

A course of lectures and recitations on the general principles of elementary biology, with laboratory exercises on both plant and animal specimens. The following topics are suggestive of those included in this course: life processes of all living organisms, their minute structure, organs and their functions, relation of plants and animals to seasons and regions, to other plants and animals and especially to man; classification of living things, variation of individuals, the struggle for existence and the essentials of embryological development. Select types of plants and animals are studied in detail and dissected in the laboratory according to outlines prepared by the instructor.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### BOTANY

A course of lectures and recitations, supplemented by laboratory and field work, on the structure, development and function of root, stem, leaf, flower and fruit; classification of the vegetable kingdom; natural groups of plants; conditions of growth and dispersal; time of flowering and fruiting, etc. Special attention is given to the flora of the Chicago region.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

### CHEMISTRY

This course includes lectures, demonstration, recitations and problems combined with laboratory. It is designed to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to lay the foundation for more advanced work in college. The work of the school-room is supplemented by a number of visits to the various chemical industries of



the city and vicinity. Sixty recorded experiments are required for laboratory credits.

Text: McPherson and Henderson's *First Course in Chemistry*. Laboratory Manual, by the same authors.

### DEBATING

This course is open to the students of the Third and Fourth Years. Its object is to develop ease and fluency in public speaking, and a practical acquaintance with the details of parliamentary practice. The habit of clear and logical thought on a given topic, proficiency in the *ex tempore* expression of one's thoughts, together with an apt and forceful delivery are aimed at throughout the course. The club meets two hours each week.

### DRAWING

**Freehand:** Pictorial, Decorative composition, Design, Constructive Design, Craft.

**Lecture Course:** Utility and beauty. Basis of credit one unit—240 hours.

Approximately one-third of time given to representative and two-thirds to decorative composition.

**Mechanical:** Instruments and Material, Lettering, Geometrical Drawing, Orthographic Projection, Intersections, Developments, Isometric and Oblique Projections, Working Drawings.

### ECONOMICS

Some dominant characteristics of the present economic order; Production; Exchange; Distribution; Public Finance; Social Reforms, or Economic Functions of Government; a history of the Early Economic System.

### ELOCUTION

Once a week throughout the four years each class is drilled separately in vocal culture, articulation, gesture, declamation, character impersonation, and readings in prose and verse. The students are required to speak before the class a definite number of times during each semester, and representatives from various classes are chosen to speak before the whole School at the public contests. A gold medal is awarded annually to the student in each year of the **high school** course who delivers the best declamation in the public contest.

## ENGLISH

FIRST YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Review of grammar. The paragraph, the whole composition.

Second semester: Sentence structure, diction, figures. Letter writing.

*Composition*—1. Daily exercises in the analysis and structure of sentences and paragraphs.

2. Weekly themes in simple narration and description. Frequent writing of social and business letters and notes, and of telegrams.

*Literature*—1. Instruction and practice in the use of the dictionary, of Roget's Thesaurus, and of the library.

2. Texts for detailed study—

First semester: Ruskin, *King of the Golden River*; Dickens, *Christmas Stories*; Longfellow, Selected poems.

Second semester: Irving, *Sketch Book*; Hawthorne, *Twice-Told Tales*.

3. Supplementary reading—Cooper, *The Last of the Mohicans*; Stevenson, *Treasure Island*; Poe, *Poems and Tales*.

SECOND YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book I.

First semester: Narration. Description.

Second semester: Exposition. Argument.

*Composition*—1. Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester.

2. Weekly themes in narration, description, and exposition, frequently in the form of letters.

*Literature*—1. Texts for detailed study:

First semester: Scott, *Ivanhoe*; Whittier, *Snowbound*, and other poems.

Second semester: *Sir Roger de Coverley Papers*; Washington, *Farewell Address*; Webster, *Bunker Hill Oration*.

2. Supplementary reading—Cooper, *The Spy*; Scott, *The Talisman*; Longfellow, *Tales of a Wayside Inn*.

THIRD YEAR. Five periods.

*Precepts*—Brooks' English Composition, Book II.

First Semester: The paragraph, narration, description.

Second semester: Exposition. Argument.

*Composition*—1. Frequent exercises in paragraph writing, and in making analyses, outlines, synopses.

2. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind.

Once each semester a paper of at least 1,000 words will be required, either a short story, or a biographical, critical or scientific essay. In the second semester one simple speech or debate will be required.

*Literature*—1. Texts for detailed study:

First semester: Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems.

Second semester: Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*.

2. Supplementary reading—DeQuincey, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Caesar*.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Brooks' English Composition, Book II—the literary forms.

Second semester: Parsons' English Versification.

*Composition*—1. Frequent exercises in the paragraph, especially the editorial paragraph. In the second semester daily exercise in verse analysis and composition.

2. Weekly themes in the various forms, especially in letter writing and the critical essay. In the second semester additional credit will be given for metrical composition. Once each semester a paper of at least 2,000 words will be required, either a speech, or a short story, or an essay indicative of the student's ability to gather and manage material without the teacher's special aid.

*Literature*—1. History of English Literature. Lessons in Literature (Ainsworth).

First semester: From the beginning of English literature to the Nineteenth century.

Second semester: From the beginning of the Nineteenth century to the present.

2. Texts for detailed study:

First semester: Garraghan, *Prose Types in Newman*.

Second semester: Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*.

3. Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*.

## FRENCH

### FRENCH I (Elementary)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence struc-

ture, elements of syntax; writing French from dictation; memorizing short poems. Chardenal's *French Course*; Mariet, *La Tâche du Petit Pierre*; Ventura, *Peppino*.

### FRENCH II (Elementary)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's *French Course*. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*.

### FRENCH III (Intermediate)

Constant practice in giving French paraphrases, abstracts and reproductions from memory of select portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halévy, *L'Abbé Constantin*; Daudet, *Le Petit Chose* and *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

## GERMAN

### GERMAN I (Elementary)

Bacon's German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

### GERMAN II (Elementary)

Bacon's German Grammar. The reading of easy studies and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages; continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Readings: Carruth's *German Reader*; Grimm's *Hans im Glueck*; Zscokke's *Der zerbrochene Krug*; Schiller's *Der Handschuh*; Uhland's *Das Schloss am Meere*; Goethe's *Wanderers' Nachtlied*; Andersen's *Maerchen* and *Bilderbuch ohne Bilder*; Baumbach's *Der Schwieger-sohn*; Storm's *Immensee*.

## GERMAN III (Intermediate)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation, grammatical drill in the less usual strong verbs, the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

Readings : Goethe's *Hermann und Dorothea* and *Iphigenie*; Schefel's *Der Trompeter von Saeckingen*; Uhland's *Poems*; Wildenbruch's *Das Edle Blut*.

## GERMAN IV (Advanced)

The reading of about 500 pages of good literature in prose and poetry, selected at the option of the teacher; reference reading of the lives and works studied; frequent short themes in German on subjects assigned and the free translation of English into German.

## SCIENTIFIC GERMAN

A course of reading dealing with scientific subjects of general interest. Its purpose is to prepare students for such professional courses as require a facility in reading German scientific literature.

Text: Hodge's *Course in Scientific German*; monographs.

## GREEK

FIRST YEAR. Five periods.

*Precepts*—Both semesters: Etymology; nouns, regular and irregular adjectives, pronouns, adverbs, the regular verb.

*Practice*—Two themes a week; frequent written class exercises; a written review once a week.

*Memory*—Six or eight words daily.

SECOND YEAR. Five periods.

*Precepts*—First semester: Etymology completed; syntax; agreement, voices, tenses, moods in independent clauses.

Second semester: Moods independent clauses.

*Author*—Both semesters: Xenophon, *Anabasis*, Books I-II.

*Practice*—Both semesters: A theme twice a week based on Xenophon. Pearson's *Greek Prose Composition*.

*Memory*—Irregular verbs.

THIRD YEAR. Five periods.

*Precepts*—First semester: Syntax completed.



Second semester: Homeric dialect; syntax reviewed.

*Authors*—First semester: Xenophon, *Anabasis*, Books III-IV.

Second semester: Homer, *Iliad*, Book I.

*Practice*—Both semesters: Two themes a week, built on the words and sentences of Xenophon, and illustrating the rules of syntax.

*Memory*—Select passages from the author.

## HISTORY

### HISTORY I. (Ancient History).

First semester: Oriental and Greek History: mankind before the Deluge; the Oriental nations, (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its pre-historic civilizations; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second semester: Roman History: The Romans, their land and its people; Legendary history; the Republican Constitution; struggle between the Patricians and Plebians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal states; establishment of the Holy Roman Empire; Rise of Mohammedanism.

Text: Betten's *Ancient World*.

### HISTORY II (Medieval and Modern)

First semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; Germany and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; medieval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth.

Second semester: The Thirty Years' War; the reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; the March



of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; general state of Europe, 1913.

### HISTORY III (American)

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760.

Text: Montgomery's *Essentials*, supplemented by required collateral reading. First semester.

## CIVICS

This course proceeds from a study of logical government and institutions to those of the county, state and nation. The text-book is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Garner's *Government in the United States* (Illinois edition). Second semester.

## LATIN

FIRST YEAR. Five periods.

*Precepts*—Etymology; rules of concord of noun, adjective, and verb. Loyola Latin Elements, complete.

*Practice*—Short written exercises several times a week and daily oral drill. Loyola Latin Elements.

*Memory*—The vocabularies in Elements.

SECOND YEAR. Five periods.

*Precepts*—Etymology reviewed; syntax, Bennett's Grammar.

*Author*—First semester: Caesar, *De Bello Gallico*, Books I-II.

Second semester: Caesar, *De Bello Gallico*, Books IV-V.

*Sight Reading*—Both semesters: Caesar, portions not prescribed above.

*Practice*—Both semesters: Bennett's New Latin Composition.

*Memory*—Both semesters: Important verbs with their principal parts as given in Bennett, No. 120 sq., ten a day.

THIRD YEAR. Five periods.

*Precepts*—First semester: Review of the syntax of nouns; syntax of adjectives and pronouns.

Second semester: Syntax of verbs.

*Authors*—First semester: Cicero, *In Catilinam*, I-III.

Second semester: Cicero, *De Senectute*; Select Letters; Sallust's *Bellum Catilinae*.

*Sight Reading*—Both semesters: Caesar and Cicero, portions not prescribed above.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

FOURTH YEAR. Five periods.

*Precepts*—First semester: Review of syntax to moods.

Second semester: Review of syntax continued; word order, sentence-structure, style; Julian Calendar; prosody.

*Authors*—First semester: Cicero, *Pro Lege Manilia* and Fourth Catiline.

*Sight Reading*—Both semesters: Cicero and Virgil, portions not prescribed above.

Second semester: Virgil, *Aeneid*, Books I-II; selections from Christian hymnology.

*Practice*—Both semesters: Bennett's *New Latin Composition*.

*Memory*—A few lines from author daily.

## MATHEMATICS

**Algebra I.** (*Through quadratics.*) Algebraic expressions; the four fundamental operations for rational algebraic expression; parentheses; factoring; determination of highest factor known and lowest common multiple by factoring; fractions, simple and complex; ratio and proportion; simple equations; graphical representations; simultaneous linear equations; square root and quadratic surds; quadratic equations containing one or two unknowns; imaginary roots in a quadratic equation.

Text: Wells and Hart.

First Year. Five periods.

**Plane Geometry.** Angles, perpendiculars and parallels; triangles; concurrent lines of a triangle; theorems of inequality; circles, metrical relations; constructions; mensuration of polygons; comparison of areas; regular polygons and the measurement of the circle; the solution of original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

Text. Wentworth-Smith

**Algebra II.** (*Quadratics and beyond.*) The completion of quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; variation; arithmetical and geometric progression and graphs.

Text: Wells and Hart.

One semester. Five periods.

**Solid Geometry.** The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids.

Text: Stone-Mills.

One semester. Five periods.

**Plane Trigonometry.** Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications.

Text: Wentworth.

One semester. Five periods.

## VOCAL MUSIC

Membership in the Glee Club will be open to those students who possess the required qualities of voice and who can be taught to read music of moderate difficulty.

## PHYSICS

This course consists of lecture-demonstration, recitation and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work which is intended to familiarize the student with standard apparatus and to train him in the methods of making and recording simpler physical measurements.

First semester: The mechanics of solids, liquids and gases, and heat.

Second semester: Sound, light and electricity.

Text: Millikan and Gale's *First Course in Physics* (revised edition). Laboratory manual: Millikan and Gale.

## PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary, circulation, etc.

## PHYSICAL GEOGRAPHY

A study of the physical features of the earth and their influence on man; land, air and ocean; physiography of the United States; distribution of plants and animals; latitude and longitude; meteorological instruments; weather maps; relief, hachure and contour maps. Five periods weekly, with laboratory work.

Text: Tarr's *New Physical Geography*. Laboratory Manual; Smith-Stahl-Sykes, *Laboratory Exercises in Physiography*.

## SPANISH

## SPANISH I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber, tener, ser, estar*, etc., and their idiomatic uses; reflex verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation; frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

## SPANISH II

Irregular verbs; syntax completed; daily composition, oral and written. Reading.

## STUDY OF RELIGION

## FIRST YEAR:

(a) Deharbe's Complete Catechism of the Catholic Religion, Part II, On the Commandments.

(b) Church History, Deharbe. From Adam to the Ascension of Christ.

(c) Ecker's Bible Lessons, Old Testament.

## SECOND YEAR:

(a) Deharbe, Part III, On the Means of Grace.

(b) Church History, Deharbe, From the Ascension to the Protestant Reformation.

(c) Ecker's Bible Lessons, New Testament.

## THIRD YEAR: First semester.

(a) Deharbe; Faith and Creed.

(b) Church History, Deharbe. From Protestant Reformation to the present day.

Second semester: (a) Deharbe, Faith and Creed finished.

(b) Apologetics, Hill, *The Catholic's Ready Answer*, or Conway, *The Question Box*.

FOURTH YEAR: Apologetics; Hill or Conway.

## ZOOLOGY

A course of lectures and recitations combined with laboratory work on the structure, habits, classification and economic importance of the various groups of the animal kingdom. Cell division, cellular differentiation, development of the embryo, adaptation to environment, etc., are treated in a general way. Select types of the different groups are identified and dissected in the laboratory. Lectures and recitations, four periods a week; laboratory work, one double period a week.

---

## NOTES ON THE CURRICULUM

1. The more capable students, but these only, that is, those who make at least 80% in the four assigned branches may be permitted to carry five regular branches, thus gaining 17 to 20 units of work, though only 16 are necessary for a diploma. In such cases, besides the diploma a credit card specifying the extra work done will be issued.

2. Any Language taken up must be pursued for two years; and only one language may be begun in any one year.

3. Christian Doctrine and Elocution are accorded their due attention over and above the closed schedule.

4. The Faculty reserves the right to refuse to give an elective course for which there is not a sufficient number of applicants. Classes are usually not formed for less than ten students.

5. No student may take less than twenty periods a week, nor more than twenty-five.

6. Only one Science may be taken in any year.

## THE HIGH SCHOOL CURRICULUM

## I. CLASSICAL COURSE

## FIRST SEMESTER

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Latin I .....5	Latin II .....5	Latin III .....5	Latin IV .....5
English I .....5	English II .....5	English III.....5	English IV .....5
Algebra I .....5	Plane Geometry .....5	Greek I .....5	Greek II .....5
Grecian History .....5	American History .....5	Advanced Algebra ....5	Physics .....6

## SECOND SEMESTER

Latin I .....5	Latin II .....5	Latin III .....5	Latin IV .....5
English I .....5	English II .....5	English III .....5	English IV .....5
Algebra I .....5	Plane Geometry .....5	Greek I .....5	Greek II .....5
Roman History .....5	Civics .....5	Solid Geometry .....5	Physics .....6

NOTE. In Third and Fourth Years a Modern Language may be substituted for Greek.



## II. SCIENTIFIC COURSE

## FIRST SEMESTER

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Latin I or Modern Language .....5	Latin II or Modern Language .....5	Latin III or Modern Language .....5	Latin IV or Modern Language .....5
English I .....5	English II .....5	English III .....5	English IV .....5
Algebra I .....5	Plane Geometry .....5	Algebra II .....5	Medieval History .....5
Grecian History .....5	American History .....5	Chemistry .....6	Physics .....6

## SECOND SEMESTER

Latin I or Modern Language .....5	Latin II or Modern Language .....5	Latin III or Modern Language .....5	Latin IV or Modern Language .....5
English I .....5	English II .....5	English III .....5	English IV .....5
Algebra I .....5	Plane Geometry .....5	Solid Geometry .....5	Modern History .....5
Roman History .....5	Civics .....5	Chemistry .....6	Physics .....6

NOTE. Mechanical Drawing may be taken as an elective in Second and Third Years and as a substitute for Medieval and Modern History in Fourth Year.

## COMMENCEMENT EXERCISES

## PROGRAM

Sweet Forget-me-nots.....*Miles*  
ORCHESTRA

SALUTATORY.....Herbert A. Eggert, '22

## AWARDS—1ST YEAR

High School, Preparation for College...JAMES A. RONAN, '22

## AWARDS—2ND AND 3RD YEARS

POEM .....*Fibich*  
ORCHESTRA

VALEDICTORY.....Frank M. Wilson, '22

## AWARDS—4TH YEAR

ADORATION .....*Borowski*  
ORCHESTRA

## DISTRIBUTION OF DIPLOMAS AND CERTIFICATES

ADDRESS TO GRADUATES.....Augustine J. Bowe

FINALE—March.....  
ORCHESTRA

## CLASS OF 1922

---

DIPLOMAS

HOWARD JEROME BARRY	RAYMOND WHIPPLE KERWIN
JOSEPH FRANCIS BOEHMER	CHESTER FRANCIS KONESKI
FRANCIS JAMES BOUSKA	JOHN MILES KRUPKA
ROBERT JOSEPH BOYD	EMMETT SYLVESTER LUNDBECK
PATRICK IGNATIUS BOYLE	RAYMOND LEONARD MACIEJEWSKI
MICHAEL JOSEPH BYRNES	JAMES FRANCIS MAGUIRE
HENRY ALOYSIUS CARNEY	LEONARD FRANCIS MAHER
LOREN WILLIAM CARROLL	JOSEPH THOMAS MCCARTHY
PAUL MICHAEL COCOT	LEO LAWRENCE MICHUDA
FRANKLIN BENJAMIN COLBERT	WILLIAM EARLE MONAHAN
JEROME JOSEPH CONDON	DAVID JOSEPH MOORE
JOHN JOSEPH CONNELLY	JOSEPH JOHN MUELLEMAN
ELMER SYLVESTER COOGAN	DONALD O'CONNOR NEWHART
JOSEPH THOMAS COYLE	JAMES JOSEPH O'DOWD
JOHN THOMAS DILLON	EDWARD JAMES O'GRADY
HERBERT ALOYSIUS EGGERT	EDWARD DANIEL O'NEILL
VERNON LAWRENCE EVANS	JAMES ALOYSIUS RONAN
WILBUR JOSEPH FLYNN	THOMAS FRANCIS RYAN
LOUIS JOSEPH FRANEY	WILLIAM KELLY RYAN
ROBERT MICHAEL FRANEY	JOSEPH ANTHONY SCHMIDT
JULIUS EDWARD GILEWSKI	JOHN DAVID SHEEHAN
RAYMOND THOMAS GRANT	MARTIN WILLIAM TARPEY
JOSEPH EUGENE GUBBINS	JOHN O'HERN TUOHY
LEO JOSEPH HARTNETT	JOHN IGNATIUS TUREK
ROBERT JOSEPH HAWKINS	LESTER VINCENT VAUGHAN
JOHN FRANCIS IDLER	JOHN FRANCIS WCISLO
ROBERT ADELBERT JOHNSON	FRANCIS MICHAEL WILSON
THOMAS MATTHEW KAVANAUGH	GEORGE AUGUSTINE WILTRAKIS
EMMETT FRANCIS KELLY	FRANCIS LOUIS WIZA
HAROLD JOSEPH KENNEDY	LEONARD MARTIN WOCHINSKI
ALBERT JOSEPH WOLL	

---

## CERTIFICATES

GERALD JAMES CRONIN

GEORGE MILTON FAIRMAN

## ELOCUTION MEDALS

## THE GOLD MEDAL

In the Fourth Year was won by

LESTER V. VAUGHAN

In the Third Year the Gold Medal was won by

BENJAMIN M. KANABAY

In the Second Year the Gold Medal was won by

WILLIAM L. VALOIS

In the First Year the Gold Medal was won by

R. KENNETH POLLEY

## AWARD OF PRIZES

Gold Medals for the highest average maintained throughout the year in the collective branches of their respective classes were merited by:

JAMES F. MAGUIRE.....	Fourth High A
JOSEPH F. BOEHMER.....	Fourth High B
JOHN F. WCISLO.....	Fourth High C
BENJAMIN M. KANABAY.....	Third High A
JOSEPH DELLA MARIA.....	Third High B
ALOYSIUS T. BREEN.....	Second High A
JAMES C. SEGRUE.....	Second High B
EDMUND F. CLOONAN.....	Second High C
JOHN M. DUNFORD.....	Second High D
MYRON I. BURRILL.....	Second High E
FRANK E. DILLON.....	First High A
WILLIAM H. O'TOOLE.....	First High B
THOMAS F. DEEGAN.....	First High C
RICHARD T. MALLOY	} equal .....
JOHN L. SULLIVAN	
JOHN P. RICE.....	First High E
JOSEPH A. POMEROY.....	First High G

## THE DIGAMMA TROPHY

The Digamma Trophy, presented annually by the Class of '18 to the student showing the highest combined efficiency as a student and athlete was awarded to

EDWARD T. WIATRAC, '23

FIRST HONORS

*Fourth Year*

FRANCIS M. WILSON

JOHN O. TUOHY

LOUIS J. FRANEY

*Third Year*

FRANCIS P. GILMORE

JOHN W. STEJSKAL

SIRISMUND L. ANDRYASKIEWICZ

JAMES E. COONEY

WILLIAM P. CONNOLLY

*Second Year*

WILLIAM J. COLOHAN

JOHN A. McEVoy

MARTIN J. BUCKLEY

PAUL C. ZERKEL

PAUL B. EDWARDS

FRANCIS W. RADAY

CHARLES A. BARTLETT

ANDREW JASINSKI

JOSEPH A. HOBERG

JOHN A. LOEF

EDWARD R. HANNON

THOMAS J. IVERS

CHARLES W. CRANE

JOSEPH M. MAHONEY

LEONARD V. DOFFY

EUGENE J. PRIBYL

JOHN J. WALDRON

EDWARD J. COONEY

CHARLES J. LaFOND

GEORGE A. HATTON

ARTHUR B. BURKE

AUGUST G. Klawikowski

*First Year*

KILIAN A. KNITTEL

EMMET R. DOYLE

WILLIAM J. BARRY

FLORIAN I. ZIMECKI

EUGENE P. CANONICA

WILLIAM A. McDOWELL

FRANCIS P. WILSON

HUBERT E. KAMP

HENRY F. APPEL

JAMES E. CURRY

PHILIP C. DUNNE

FRANCIS J. QUIGLEY

WALTER V. HART

EDWARD C. COAKLEY

EDWARD J. LYNCH

FRANCIS M. FLYNN

PHILIP F. GEAREN

JOHN A. SULLIVAN

JOHN J. MORTIMER

JAMES V. ROGERS

THOMAS M. BENSON

ARTHUR J. PION

ALBERT P. LOUDEN

THEODORE J. PECHOUSEK

JAMES K. ROWAN

CHARLES G. GIROUX

JOHN F. BULFIN

RAYMOND J. FITZGERALD

JOHN W. DONOVAN

HUGH V. CREEDON

LESTER J. EVETT

JAMES M. LANGENBACH

THOMAS E. MURRAY

WILLIAM J. MANGOLD

EDMUND A. SHIELDS

THOMAS J. HAYDEN

JAMES J. SCOTT

CARL J. MADDA

GEORGE A. PATTERSON

BERNARD J. FINAN

LUICA E. PONTECORVO

CHARLES E. NOLAN

JOHN I. MAYER

ROBERT G. LYONS

JAMES E. WHEALAN

JOHN R. BRENNAN

## SECOND HONORS

*Fourth Year*

ROBERT J. BOYD  
JULIUS E. GILEWSKI  
FRANK J. BOUSKA  
LOREN W. CARROLL  
MICHAEL J. BYRNES

GEORGE A. WILTRAKIS  
EMMETT F. KELLY  
JOHN T. DILLON  
HERBERT A. EGGERT  
JAMES A. RONAN

*Third Year*

WILLIAM E. BRESINGHAM  
JAMES I. NAUSIEDA  
JAMES P. JORDAN

ROBERT B. SCOTT  
CHARLES J. SPINNAD  
W. ALOYSIUS McMAHON

JAMES HERBUVEAUX

*Second Year*

THOMAS F. AHEARN  
JAMES A. CONDON  
FRANK R. FITZPATRICK  
RAYMOND L. ABRAHAM  
LADISLAUS A. MASLON  
FRANCIS I. BUTLER  
HARRY D. ERTZ  
JOHN J. DWYER  
JOSEPH CALIENDO  
EDMUND A. FITZGERALD  
JOHN M. MAHONEY

DANIEL J. MCCARTHY  
CHARLES J. SEDLACK  
WILLIAM C. ROTCHFORD  
TIMOTHY M. MCAULIFFE  
CHARLES J. WINKLER  
EDWARD J. SHÉA  
JAMES E. HOGAN  
ROBERT L. MOORE  
THOMAS E. BOYLE  
EDWARD J. HURTUBISE  
ERWIN J. KLIMEK

DOMINIC GENTILE

*First Year*

WILLIAM V. MANNIX  
STANISLAUS L. SCHULTZ  
CHARLES J. GRIFFIN  
G. VERNON RUMBOLD  
LAURENCE F. LEE  
ARTHUR G. RUPP  
LAWRENCE C. KELLNER  
MERRIT E. WATSON  
WILLIAM P. GEORGEN  
JOSEPH G. DILLON  
WILLIS C. FITZSIMMONS  
WALTER J. SCOTT  
PETER C. HACK  
JOSEPH SANTUCCI  
GEORGE R. BLAKELY  
HENRY T. WELLMUTH

EDWARD B. O'KELLY  
ARTHUR F. EVERDING  
JOHN J. AHERN  
SYLVESTER J. BILSKI  
WILLIAM E. MORAN  
JOHN J. MORRISON  
EUGENE J. SAVAGE  
NICHOLAS J. HEIM  
CHARLES A. MARCHIANDI  
MICHAEL R. BURKE  
RAYMOND L. GORDON  
DANIEL J. KANE  
DANIEL F. RYAN  
CLAUDE J. BRADY  
JEREMIAH D. BLAKELY  
THOMAS J. ROGERS  
ARTHUR R. HAGEDORN

DAVIS E. McNULTY  
STANLEY J. FALLON  
THOMAS B. ROCHFORD  
CHARLES B. GAWNE  
LADISLAUS BOLEK  
JOSEPH J. CALAY  
VINCENT J. O'BRIEN  
FRANCIS BEDNARZ  
FRANCIS J. O'MALLEY  
PAUL T. LAFORTUNE  
JAMES F. LYNCH  
JULIAN SKRZYPEK  
THOMAS J. DUNNE  
ANTHONY SHIMKUS  
JOSEPH T. TWOHEY  
JOHN P. SPAIN



## ACKNOWLEDGMENTS

The Science Department of St. Ignatius High School gratefully acknowledges the following gifts:

MR. MILTON J. FLYKE.....	High Temperature Thermometer
MR. LAWRENCE ECKMANN.....	Gas Engine
MR. JAMES O'CONNELL.....	Magneto
MR. HERBERT A. EGGERT.....	Motors
MR. PAUL DESMOND.....	Condenser and Telephone Head Set
BENJAMIN H. SANBORN & Co.....	1 volume

The Department expresses its thanks to several friends who have helped to finance the installation of our Radio set.

The President and Faculty wish to express their grateful acknowledgment to the following donors of gold medals:

REV. J. T. BENNETT  
HON. RICHARD W. CLIFFORD  
REV. S. J. GATES  
HON. JOHN GIBBONS, in memoriam  
REV. JOSEPH A. GLENNON  
REV. C. I. GRONKOWSKI  
REV. D. LUTTRELL  
REV. JOHN W. MELODY, D. D.  
MR. JAMES P. MOLLOY  
REV. JAMES J. MORRISSEY  
DR. JOHN B. MURPHY, in memoriam  
REV. THOMAS V. SHANNON, LL. D.

## Register of Students

---

### FOURTH YEAR

Atkinson, Hubert Berley	Hartnett, Leo Joseph
Barry, Howard Jerome	Hawkins, Robert Joseph
Bateman, William Joseph	Hohn, Henry Joseph
Boehmer, Joseph Francis	Hopkins, James Francis
Bouska, Francis James	Huesing, Gerald Henry
Boyd, Robert Joseph	Hughes, Willard Francis
Boyle, Patrick Ignatius	Idler, John Francis
Byrnes, Michael Joseph	Johnson, Robert Adelbert
Campbell, Stephen John	Kavanaugh, Thomas Matthew
Carney, Henry Aloysius	Kearney, James Francis
Carroll, Loren William	Kelly, Edmond Brendan
Cocot, Paul Michael	Kelly, Emmett Francis
Colbert, Franklin Benjamin	Kennedy, Harold Joseph
Condon, Jerome Joseph	Kerwin, Raymond Whipple
Connelly, John Joseph	Knaisel, Maryan Edward
Coogan, Elmer Sylvester	Koneski, Chester Francis
Coyle, Joseph Thomas	Krasniewski, Joseph Casimir
Cronin, Gerald James	Krupka, John Miles
Cunningham, Thomas Patrick	Lardner, John Ignatius
Czaja, William Francis	Leahy, Thomas Emmett
Deering, Lawrence James	Lowery, Charles Hugh
De Stefano, Rocco Emilio	Lundbeck, Emmett Sylvester
De Stefano, Vincent Rocco	Maciejewski, Raymond Leonard
Dillon, John Thomas	Maguire, James Francis
Eggert, Herbert Aloysius	Maher, Leonard Francis
Evans, Vernon Lawrence	McCarthy, Joseph Stephen
Fairman, George Milton	McCarthy, Joseph Thomas
Flood, John Francis	McGuire, John Joseph
Flynn, John Joseph	McNally, William Laurence
Flynn, Wilbur Joseph	Michuda, Leo Lawrence
Franey, Louis Joseph	Monahan, William Earle
Franey, Robert Michael	Moore, David Joseph
Gilewski, Julius Edward	Moroney, Thomas Logan
Grant, Raymond Thomas	Muelleman, Joseph John
Gubbins, Joseph Eugene	Mulbrandon, Francis Leo
Haggerty, James Anthony	Murphy, Joseph Patrick

Nadon, Albert Wilfred  
 \*Nevin, Hugh Aloysius  
 Newhart, Donald O'Connor  
 Nugent, Joseph Patrick  
 O'Connor, Edmund Ignatius  
 O'Dowd, James Joseph  
 O'Grady, Edward James  
 O'Laughlin, John Edward  
 O'Neill, Edward Daniel  
 Perry, Theodore Nicholas  
 Phelan, William Edward  
 Pierzynski, Benjamin Stanley  
 Ronan, James Aloysius  
 Ryan, Thomas Francis  
 Ryan, William Kelly  
 Schmidt, Alfred William  
 Schmidt, Joseph Anthony  
 Schmitt, Albert Matthew  
 Shea, John Edward  
 Sheehan, John David

Sloan, John Joseph  
 Stagg, Yves Francis  
 Tarpey, Martin William  
 Tuohy, John O'Hern  
 Turek, John Ignatius  
 Vaughan, Lester Vincent  
 Vlk, Jerome Jarlath  
 Vraniak, Francis Joseph  
 Weislo, John Francis  
 Wilcox, Albert James  
 Wilson, Earl John  
 Wilson, Francis Michael  
 Wiltrakis, George Augustine  
 Wiza, Francis Louis  
 Wochinski, Leonard Martin  
 Woll, Albert Joseph  
 Wratkowsky, Cyril Francis  
 Young, Leo Nicholas  
 Zielinski, Joseph Martin

### THIRD YEAR

Ahern, William Thomas  
 Allman, John Xavier  
 Andryaszkievicz, Sigismund L.  
 Armstrong, William Howard  
 Barnett, Ralph Richard  
 Bergman, Joseph George  
 Bresingham, William Emmett  
 Broderick, Daniel John  
 Buckley, John Henry  
 Burke, James Leo  
 Byrne, Edward Patrick  
 Carter, Wendell Delbert  
 Cassidy, James Aloysius  
 Cawley, Joseph Leo  
 Clark, Daniel Leo  
 Clark, Frank Haben  
 Collins, Edmond Aloysius  
 Connolly, William Patrick  
 Cooney, James Edward

Crimmin, Bernard Dennis  
 Cronin, Daniel Joseph  
 Cullen, Edward Vincent  
 Cullinan, John James  
 Deegan, James Sylvester  
 Della Maria, Joseph Peter  
 Dillon, James Astor  
 Divane, William Thomas  
 Dlouhy, Edward Joseph  
 Donahue, Daniel John  
 Dunne, Robert Wallace  
 Foley, Bernard Gannon  
 Foley, John Urban  
 Ford, Cornelius Paul  
 Gallagher, Donald Joseph  
 Gilmore, Francis Peter  
 Glynn, Michael George  
 Golden, James Bernard  
 Gomalski, Stanley Frank

---

\*Died February 20, 1922

Hackett, Raymond Edwin  
Hagerty, James Aloysius  
Hannon, John Philip  
Hendricks, Edward Leroy  
Herbiveaux, John Jacob  
Hronek, Joseph William  
Isaia, John Paul  
Jordan, James Patrick  
Kanabay, Benjamin Marion  
Keane, Thomas Carl  
Keating, George Nelson  
Kelly, Edmund Ambrose  
Kelly, Edward Joseph  
Kelly, Thomas Joseph  
Kessie, Walter Aloysius  
Kieffer, Robert Edward  
Kothera, Edward Emil  
Kutas, Walter John  
Lamb, John Richard  
Lambur, George Edward  
Lapka, John  
Litoborski, Clarence Joseph  
Luecker, George William  
Lueneburg, Walter Carl  
Maguire, Clarence James  
Martersteck, Karl Edward  
Mathaus, William George  
McCarthy, Maurice Charles  
McDonald, Emmett Michael  
McGinnis, Francis Laurence  
McGonagle, Joseph Clyde  
McMahon, Aloysius William  
McMahon, Marshall Ignatius  
McNally, Eugene Arthur  
McQuillan, Arthur Condon  
Miller, Hartman Aloysius  
Miller, Henry Madden  
Miller, Lawrence James  
Minogue, Edward Joseph  
Mongoven, Vincent Howard  
Moorhead, Joseph Francis  
Moran, Marshall Dennis  
Moriarity, William James  
Murphy, Edward Lon  
Murray, Francis George  
Murray, Lester Thomas

Nash, Thomas Edward  
Nausieda, Isadore James  
Nigro, Salvatore Joseph  
Nolan, James Leo  
Nona, Edmund Joseph  
Norpell, Martin Thomas  
Nottoli, Peter John  
O'Connor, Glynn Leo  
O'Donnell, Thomas Joseph  
O'Shea, James Raymond  
Phelan, John Francis  
Pirritte, William Franklin  
Reilly, John Joseph  
Reinert, Frederick Theodore  
Riley, Edwin Bernard  
Rotchford, Robert Eugene  
Scott, Robert Barry  
Shannon, Thomas Chester  
Sheahan, Charles Gilmore  
Simonavich, Vincent Frank  
Specht, John Rinchart  
Spink, Raymond Paul  
Spinnad, Charles Joseph  
Stejskal, John Wenceslaus  
Stoga, Stanley Charles  
Storto, Collie  
Sullivan, Daniel Gerald  
Thomas, Marvin Ignatius  
Thomas, Stephen Arthur  
Toomey, John Edward  
Turek, James Charles  
Van Pelt, Harry Charles  
Walczak, Joseph Michael  
Waller, Karl Russell  
Walsh, William Joseph  
Walsh, William Thomas  
Wiatrak, Edward Thomas  
Wilkins, Donald Joseph  
Wilson, Mark Anthony  
Wirth, Harold Francis  
Zellen, Bernard Joseph  
Zerega, Arthur Francis  
Zid, Joseph John  
Zimmerman, Edward Francis  
Zvetina, Richard George

## SECOND YEAR

Abraham, Raymond Leo	Drosz, John
Ahearn, Thomas Francis	Dubiel, John
Ambrose, Walter Francis	Duffey, John Charles
Arndt, Joseph Arthur	Duffy, Leonard Vincent
Austin, Edward Lionel	Dunford, John Moreland
Bartlett, Charles Aloysius	Durr, James John
Barton, James Thomas	Dwielewicz, Edward Sigmund
Berek, Joseph Casimir	Dwyer, John Joseph
Blakely, Robert Francis	Edwards, Paul Bernard
Boyle, Thomas Edwin	Elwood, Thomas Francis
Braddock, John Aloysius	English, Michael Ignatius
Breen, Thomas Aloysius	Ertz, Harry Duff
Brennan, Thomas Joseph	Etzkorn, John Michael
Broughan, Thomas Charles	Etzkorn, Roy Edward
Buckley, Martin Joseph	Fitzgerald, Edmund Anthony
Burke, Arthur Bernard	Fitzpatrick, Francis Raymond
Burns, Vincent Paul	Franz, Joseph Martin
Burrill, Myron Ignatius	Fundarek, Stephen Joseph
Butler, Francis Ignatius	Gallagher, Edward Joseph
Caliendo, Joseph	Garstka, Walter Edward
Campbell, Raymond Edwin	Gentile, Dominic
Carroll, Edward Peter	Gillan, John Christopher
Casey, David Patrick	Grady, Joseph William
Cassidy, Noel Joseph	Guiry, Raymond Maurice
Citro, Vincent Ignatius	Hannon, Edward Robert
Cloonan, Edmund Francis	Hatton, George Anthony
Coan, James Patrick	Hatton, John Lambert
Colohan, William Joseph	Hawkins, John Donovan
Condon, James Aloysius	Heelan, David Aloysius
Connery, John Clement	Henry, James Raymond
Constantino, Nicholas Anthony	Hiler, John Patrick
Cooney, Edward Joseph	Hiler, William Paul
Crane, Charles William	Hoberg, Joseph Aloysius
Creighton, Andrew Joseph	Hodous, Joseph
Cullen, Matthew James	Hogan, James Edward
Cullerton, John Joseph	Holland, Edward Francis
Cullinan, James Murray	Hoppe, Stephen Leo
Daly, Walter Aloysius	Hurtubise, Edward John
Dempsey, Thomas Joseph	Hynes, Joseph Patrick
Dinella, Joseph	Ivers, Thomas Joseph
Dore, Robert Emmett	Jasinski, Alexander
Downey, John Paul	Jasinski, Andrew
Driscoll, Matthew Anthony	Johnson, Walter August

Kane, Joseph Thomas  
Kaskey, Harry Hubert  
Kearns, Frederick Aloysius  
Keating, John Nicholas  
Kehoe, Thomas Francis  
Kerrigan, Vincent Paul  
Kilbride, Raymond Thomas  
Klawikowski, August Henry  
Klimek, Edwin  
Knight, John Joseph  
Kowalewski, Roman John  
Krasniewski, Casimir Edward  
Kubiszewski, Edward Paul  
Kunka, Anthony  
Kuzlik, Theophilus  
Lacombe, Alphonse Joseph  
LaFond, Charles Joseph  
Lane, James Aloysius  
Lane, John Hilary  
Lawler, William Henry  
Leach, Daniel Francis  
Leonard, John Aloysius  
Loef, John Anton  
Mahoney, John Matthew  
Mahoney, Joseph Michael  
Maslon, Ladislaus Adam  
Mayr, Perry James  
McAlpine, Donald  
McAuliffe, Timothy Michael  
McCann, Bernard Daniel  
McCarthy, Daniel Joseph  
McConville, Edward Jay  
McCourt, Francis James  
McEvoy, John Aloysius  
McGinty, Arthur James  
McGinty, Thomas Edward  
McGuire, John Joseph  
McManmon, Thomas Francis  
Michels, Roman Carl  
Mock, Joseph William  
Mongoven, Thomas Patrick  
Moore, Robert Lawrence  
Morand, Norman Paul

Murphy, Charles John  
Murphy, John Joseph  
Nangle, Owen Patrick  
Nash, John Richard  
Nona, Aloysius Gerard  
O'Connor, Harry Joseph  
O'Donnell, Raymond Patrick  
O'Donnell, William Francis  
Palubicki, George John  
Pierce, Thomas Francis  
Powers, Peter James  
Pribyl, Eugene Joseph  
Prior, William Justin  
Ptacek, Edward Albert  
Quinn, Philip John  
Raday, Francis Walter  
Rotchford, William Clifford  
Rowan, Thomas Patrick  
Russell, Lawrence Adolph  
Russell, William Joseph  
Ryan, John Francis  
Scannell, John Thomas  
Sedlack, Charles Joseph  
Segrue, James Cyrus  
Shea, Edward Joseph  
Sheehan, Drew William  
Sheehan, John Joseph  
Simmons, George John  
Stangwilo, Benny  
Szafranowski, Stanley John  
Tomaso, Alphonse Rocco  
Valois, William Louis  
Waldron, John James  
Wall, John Coleman  
Walsh, William Patrick  
Weigel, Charles Joseph  
Williams, Edward Joseph  
Wilson, Wilbert Anthony  
Winkler, Charles John  
Wojczynski, Michael Edward  
Woods, Thomas Francis  
Zerkel, Paul Christian  
Zimmerman, Arthur Charles



## FIRST YEAR

Decker, James Henry	Ahern, John James
Deegan, Thomas Francis	Ambrose, Clement Edwin
Devery, Andrew Joseph	Appel, Henry Frank
Dillon, Frank Edward	Barry, William James
Dillon, Joseph Gerald	Bartollucci, William
Dillon, Vincent Joseph	Beahan, Matthew Stephén
Dixon, Cyril Richard	Bednarz, Francis
Donohue, Thomas Andrew	Benson, Thomas Mark
Donovan, John Walter	Berry, Benjamin James
Doretti, Albert Francis	Berry, Robert Francis
Doyle, Emmett Robert	Bicek, Edward George
Dunne, Philip Charles	Bilski, Sylvester John
Dunne, Thomas Joseph	Blakely, George Robert
Eckman, Eugene Patrick	Blakely, Jeremiah Daniel
Everding, Arthur Frederick	Bolek, Ladislaus
Evelt, Lester James	Boyle, Stephen Francis
Fallon, Stanley Joseph	Brady, Claude Joseph
Finan, Bernard John	Breen, John Francis
Finnegan, James Benedict	Brennan, John Raymond
Finnegan, John Joseph	Bulfin, John Francis
Fiske, Leonard Francis	Burke, Howard Joseph
Fitzgerald, Raymond Joseph	Burke, Michael Richard
Fitzsimmons, Willis Christopher	Byrne, Edward Lawrence
Flynn, Edward Francis	Cadogan, James William
Flynn, Francis Michael	Calay, Joseph James
Fragel, Clarence Charles	Callahan, Bernard James
Frett, Harold Ferdinand	Canonica, Eugene Peter
Garramone, Pasquale Maria	Canty, Thomas Edward
Gawne, Charles Bernard	Carten, James Joseph
Gearen, Philip Francis	Carroll, Clement Joseph
Georgen, William Philip	Casseday, Joseph Adelbert
Gillis, Robert Joseph	Clohesy, John Cecil
Giroux, Charles George	Coakley, Edward Christopher
Gordon, Raymond Lester	Collins, Cornelius John
Grein, John Michael	Connell, Francis Edwin
Griffin, Charles John	Connelly, John Patrick
Hack, Peter Charles	Creedon, Hugh Vincent
Hagedorn, Arthur Robert	Crowe, James William
Hannon, Marshall Leonard	Cullen, James Joseph
Hart, Walter Vincent	Curran, Walter Elmer
Hayden, Thomas John	Curry, James Edward
Healy, John Joseph	Curtin, Edward Matthew
Heim, Nicholas John	Daly, Marcus James

Hennessy, Thomas Patrick  
 Hennessy, William Malachy  
 Heumos, Martin Joseph  
 Higgins, John Edward  
 Hinchey, Harold Joseph  
 Holmes, John Thomas  
 Hrycyna, Walter John  
 Immel, Edward Bernard  
 Jochim, Edward William  
 Joyce, Vincent O'Connor  
 Kampp, Hubert Eugene  
 Kane, Daniel Joseph  
 Kane, Terence Edward  
 Kane, William Joseph  
 Karmazin, Joseph James  
 Karney, John James  
 Kasiulaitis, John George  
 Kean, Lawrence M.  
 Kearney, Edward Joseph  
 Kearney, James Joseph  
 Keating, Laurence Joseph  
 Keevers, Donald Stephen  
 Kellar, Harry Herbert  
 Kellner, Laurence Charles  
 Kelly, George Thomas  
 Kelly, John Bernard  
 Kelly, John Joseph  
 Kelly, John Patrick  
 Kempf, Richard Francis  
 Kimec, John  
 Knittel, Kilian Aloysius  
 Kozik, Adolph George  
 Krupka, Stanley Raymond  
 Labno, Boleslaus Henry  
 LaFortune, Paul Thomas  
 Lambur, John Michael  
 Lancaster, John Miles  
 Langenbach, James Mel  
 Latham, Austin Dewitt  
 Lee, Laurence Francis  
 Lipowski, Joseph Francis  
 Loudon, Albert Paul  
 Lynch, Edward John  
 Lynch, James Francis

Lyons, Robert George  
 Madda, Carl Joseph  
 Maddalone, Louis  
 Magnine, Michael Archibald  
 Malek, Joseph Mitchell  
 Malloy, Richard Thomas  
 Mangan, Edward Joseph  
 Mangold, William John  
 Mannix, William Vincent  
 Marski, Paul  
 Marchiandi, Charles Anthony  
 Maxa, John Baptist  
 Mayer, John Ignatius  
 McCarthy, Edward Joseph  
 McDonough, James Aloysius  
 McDowell, William Anthony  
 McNally, Thomas Patrick  
 McNeela, Stephen Joseph  
 McNichols, William John  
 McNulty, Davis Edward  
 Meagher, Edward Joseph  
 Mercola, Archibald Anthony  
 Mertes, Earl Charles  
 Metegrano, Anthony  
 Michuda, Lawrence Peter  
 Monahan, William Leslie  
 Moran, William Edward  
 Moriarity, Leo John  
 Moroney, Joseph Francis  
 Morrison, John Joseph  
 Mortimer, John Joseph  
 Mueller, Henry John  
 Mullen, John Joseph  
 Murphy, William Joseph  
 Murray, Thomas Edwin  
 Nolan, Charles Edward  
 Nolan, Joseph Andrew  
 Norris, Richard Joseph  
 O'Brien Francis Joseph  
 O'Brien, Vincent John  
 O'Connor, Dennis Michael  
 \*O'Connor, John Joseph

---

Deceased

O'Connell, Hubert Daniel  
O'Donnell, Joseph LeRoy  
O'Kelly, Edward Bartley  
Ollier, Harold Valentine  
O'Malley, Francis Joseph  
O'Neill, Daniel John  
Oslakovic, Michael Joseph  
O'Toole, William Herbert  
Owens, Joseph Henry  
Patterson, George Aloysius  
Pawlisz, Francis  
Pechousek, Theodore James  
Petito, Joseph Aloysius  
Petromilli, Duilo  
Pion, Arthur Joseph  
Plachecki, Leonard Roman  
Podesta, Laurence Anthony  
Polley, Robert Kenneth  
Pomeroy, Joseph Alexander  
Pontecorvo, Luica Edmond  
Portal, Sylvester Andrew  
Powers, Leo William  
Powers, Richard James  
Prager, Ralph John  
Pretski, Aloysius Stanislaus  
Quigley, Francis Joseph  
Raday, Joseph Marion  
Radous, Charles Wenceslaus  
Reager, Frederick John  
Renski, Stanley Francis  
Reschke, Albert  
Rice, John Peter  
Rochford, Thomas Bernard  
Rogers, James Vincent  
Rogers, Thomas James  
Rooney, Andrew Ignatius  
Rooney, Thomas Aloysius  
Rowan, James Kenneth  
Rumbold, George Vernon  
Rupp, Arthur Gerald  
Russell, Thomas William  
Ryan, Daniel Francis  
Santucci, Joseph

Savage, Eugene Joseph  
Scanlan, John William  
Scanlan, Joseph Francis  
Schmidt, Roman Norman  
Schultz, Stanislaus Lawrence  
Schuster, John Frank  
Scibilia, Leo  
Scott, James Joseph  
Scott, Walter John  
Sejud, Thomas Florian  
Sexton, John William  
Shanahan, Edward Joseph  
Shanahan, John Aloysius  
Sheehan, Frank Thomas  
Shields, Edmund Aloysius  
Shimkus, Anthony Bernard  
Simpson, Harold Nicholas  
Skrzypek, Julian  
Sliva, Joseph  
Spain, John Patrick  
Spelman, Thomas Luke  
Stoneham, Harold Richard  
Suchomski, Thomas Alexander  
Sullivan, John Aloysius  
Sullivan, John Lawrence  
Toomey, Albert James  
Troy, Daniel Raymond  
Twohey, Joseph Thomas  
Vendetta, William Aloysius  
Wachter, Henry August  
Waisnoras, Felix Alexander  
Wall, John Joseph  
Walsh, Francis Joseph  
Watson, Merrit Edward  
Wellmuth, Henry Thomas  
Whealan, James Emmett  
Wilson, Charles Michael  
Wilson, Francis Patrick  
Winter, Albert Thomas  
Zahradnik, Frank Edward  
Zelder, Ernest William  
Zimecki, Florian Ignatius  
Zimmer, Frank Carl



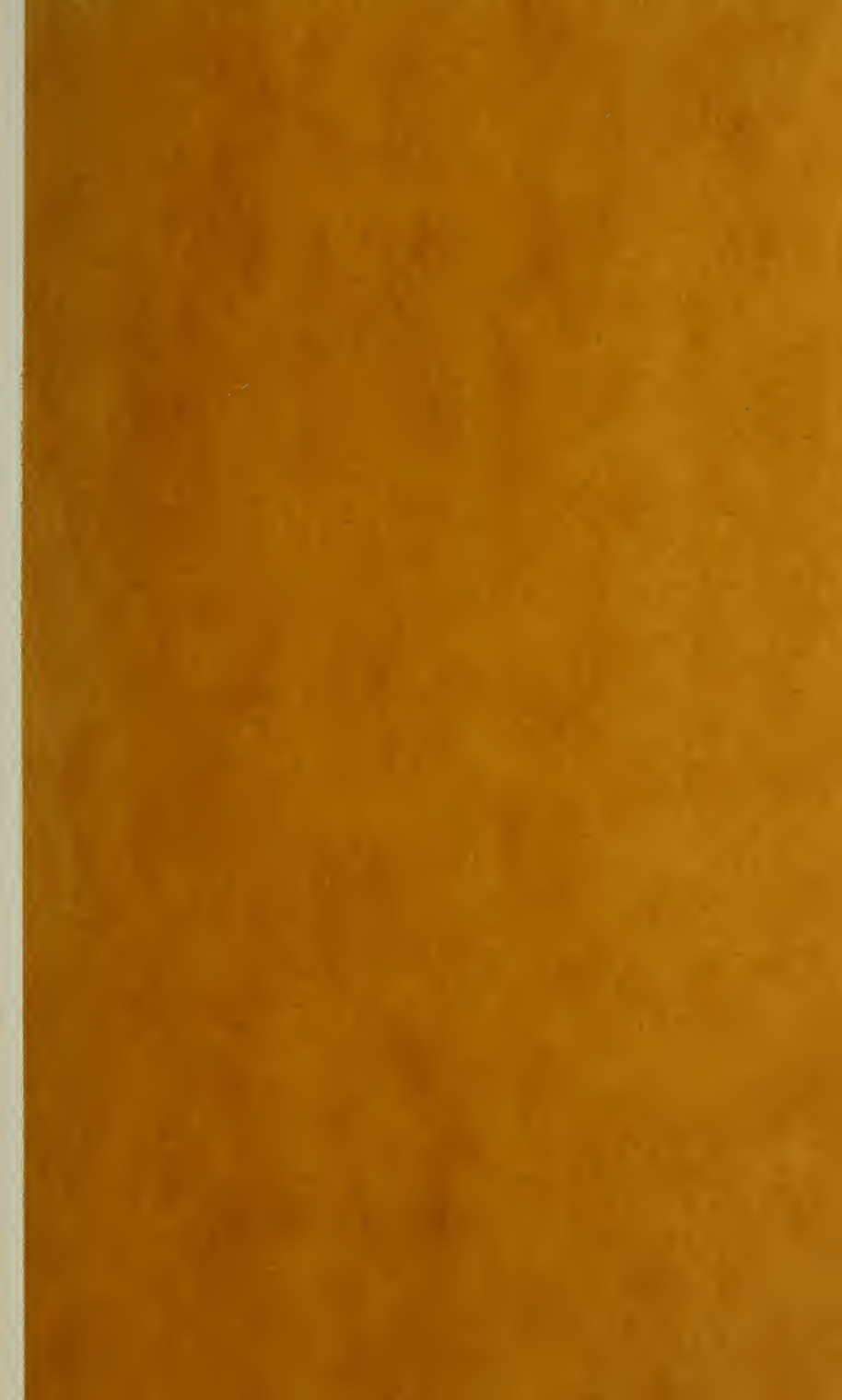




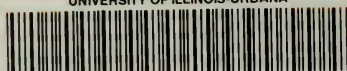








UNIVERSITY OF ILLINOIS-URBANA



3 0112 110844989